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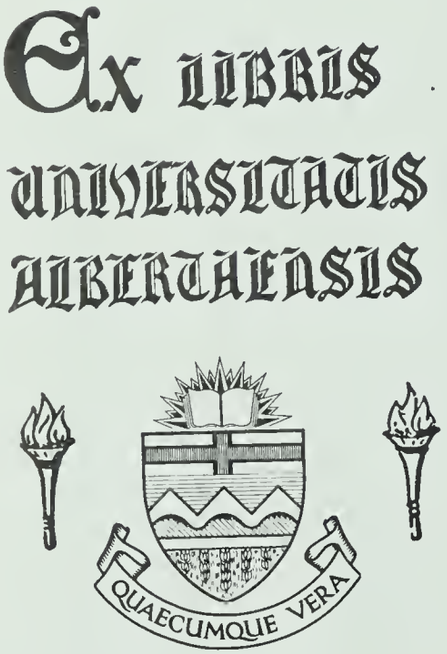

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THE UNIVERSITY OF ALBERTA

OPINIONS ON SEX EDUCATION IN ALBERTA

by

© CREIGHTON F. SEELY

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Opinions on Sex Education in Alberta", submitted by Creighton F. Seely in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The sexual problems of some of his clients prompted the writer to investigate the acceptability of sex education in Alberta. A review of the literature indicated that very little research or instruction regarding the topic is being done in Canada. A trend toward accelerated acceptance of sex education programmes in American schools was noted. It was established that in the past parents, doctors, and ministers have been held responsible, jointly or separately, for the sex education of young people. Authorities in the field of sex education expressed doubts about the extent and accuracy of the information that many parents have. They pointed out that many parents are too embarrassed to discuss sexual matters, in a meaningful way, with their children. It was shown that, in the past, doctors have not been prepared to discuss the sociological and psychological aspects of sex. Ministers, according to the authorities, often unwittingly reinforce the idea that things of a sexual nature are sinful. It was established that, at present, the choice of who should instruct children on sex-related matters involves the parents and school personnel. The conclusion was reached that the ideal situation would involve both the parents and school personnel. The literature indicated that many authors have doubts about the ability of school teachers to handle sex education courses. The lack of research in the United States regarding sex-related topics was noted.

A sample survey of public opinion regarding sex education was conducted in 24 schools located throughout the province of Alberta.

For a given school there were: 2 potential student respondents from each grade level 7-12; a home room teacher from each grade level plus the principal as potential teacher respondents; and 12 potential parent respondents. Of the 744 questionnaires sent out, 561 were returned. The results showed that 84.6% of the parents, 85.7% of the teachers, and 90.8% of the students were in favour of sex education in the school setting as a supplement to the instruction provided by the parents. Only 25.6% of the teacher respondents stated that they felt qualified to conduct sex education classes. Very few (18.3%) of the parents expressed satisfaction with the sex education their children are receiving. Only 1 school, out of the 24 in the sample, had a programme of sex education. Opinions on a variety of other sex-related questions were solicited. A check for differences of opinions between fathers and mothers, between male and female teachers, between male and female students, and between junior high and senior high students revealed a number of differences significant at the .05 level.

The conclusion was reached that the topic of sex education is not of a magnitude to warrant an exclusive course. Incorporation into a course in Family Life Education seems more practical. It was suggested that a responsible, specially educated instructor and his students could best decide when the various aspects of sexuality need to be aired. For the sex education part of the Family Life Education course, the group discussion approach was advocated. It was concluded that, if sex education programmes are to be successfully established in Alberta,

the universities will have to make provision for educating a group of people to deal effectively with the topic. It was suggested that counsellors best exemplify the type of person who could be most advantageously prepared to conduct sex education discussion groups.

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The interest, co-operation, and support of various members of the Department of Educational Psychology and of the Department of Education, province of Alberta, were to a large extent responsible for the writer's decision to proceed with the investigation.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Present Situation Regarding Sex Education	1
	Review of the Literature	5
	The Problem	11
II.	METHOD	14
	The Instruments	14
	Reliability of the Instruments	15
	Validity of the Instruments	19
	Comprehensibility of the Instruments	20
	Data Collection	21
III.	RESULTS AND FINDINGS	26
	Parent Results	26
	Summary of Parent Results	31
	Teacher Results	34
	Summary of Teacher Results	37
	Student Results	39
	Summary of Student Results	46
	Overall Impressions	55
IV.	DISCUSSION AND IMPLICATIONS	56
	Support for Sex Education	56
	Some Problems Associated with Sex Education Programmes	57

CHAPTER PAGE

The Need for School Involvement in Sex Education . . . 60

Some Considerations Regarding Overall Approach 62

The Ideal Sex Educator 63

REFERENCES 66

APPENDIX A. SAMPLE PARENT QUESTIONNAIRE 69

SAMPLE TEACHER QUESTIONNAIRE 71

SAMPLE STUDENT QUESTIONNAIRE 72

APPENDIX B. LETTER TO THE DIVISIONAL SUPERINTENDENTS 73

APPENDIX C. LETTER TO THE PRINCIPALS 76

APPENDIX D. INSTRUCTION SHEET FOR PRINCIPALS 79

APPENDIX E. LETTER TO THE PARENTS 81

APPENDIX F. ALBERTA TOWNS AND CITIES WITH PARTICIPATING SCHOOLS 83

APPENDIX G. REPLY TO CO-OPERATING PRINCIPALS 85

APPENDIX H. DATA FROM PARENT ITEMS I - XI 87

APPENDIX I. COMMENTS OF AN ANONYMOUS MOTHER 92

APPENDIX J. DATA FROM TEACHER ITEMS I - IX 94

APPENDIX K. DATA FROM STUDENT ITEMS I - X 98

LIST OF TABLES

TABLE		PAGE
I.	RETURN OF STUDENT, TEACHER, AND PARENT QUESTIONNAIRES . .	25
II.	OUTCOMES RELATED TO TENTATIVE ASSUMPTIONS	27
III.	PARENT ACCEPTANCE OF SOURCES OF SEX INFORMATION	28
IV.	PARENT-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA	30
V.	SURVEY ITEMS DIFFERENTIATING MOTHERS' AND FATHERS' ATTITUDES TOWARD SEX EDUCATION	32
VI.	TEACHER ACCEPTANCE OF SOURCES OF SEX INFORMATION	35
VII.	TEACHER-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA	36
VIII.	SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE TEACHERS' ATTITUDES TOWARD SEX EDUCATION	38
IX.	STUDENT ACCEPTANCE OF SOURCES OF SEX INFORMATION	41
X.	SOURCES OF SEX INFORMATION DEEMED HELPFUL BY STUDENTS . .	42
XI.	SOURCES OF SEX INFORMATION DEEMED HARMFUL BY STUDENTS . .	43
XII.	STUDENT-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA	45
XIII.	SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE STUDENTS' ATTITUDES TOWARD SEX EDUCATION	47
XIV.	SURVEY ITEMS DIFFERENTIATING JR. HIGH MALES' AND SR. HIGH MALES' ATTITUDES TOWARD SEX EDUCATION	50
XV.	SURVEY ITEMS DIFFERENTIATING JR. HIGH FEMALES' AND SR. HIGH FEMALES' ATTITUDES TOWARD SEX EDUCATION	52

CHAPTER I

INTRODUCTION

Present Situation Regarding Sex Education

The investigator, as a novice counsellor, has been impressed by the fact that in most of his cases, where a client has had emotional problems, there have been sexual implications. He wonders if a more enlightened approach to sex education would serve to ameliorate that situation. Proof of the value of formal sex education programmes in schools would probably be difficult to produce. Such an attempt would, no doubt, encounter problems very similar to those confronting researchers who are attempting to demonstrate the effectiveness of counselling. For example, it would be difficult to state, with any degree of certainty, what a person's situation would have been if the treatment had been omitted. What could be shown at this time, is the extent to which the public is willing to have the physiological, psychological, and sociological aspects of sex presented to the school students of Alberta.

At present, sex education courses in Alberta are instigated by individual schools through the co-operation of local organizations which feel there is a need to be met. From what can be determined, it appears that they are novel in nature and, for the most part, are being operated on a trial basis. Relatively few communities are using them. The reason, (or reasons), accounting for the lack of implementation of such courses has not been documented by research. A letter

from J.S. Hrabi, director of curriculum for the province, states that the Department of Education, " ... does not have available information as to the reason or reasons why sex education courses are apparently not widely accepted." This is not a new problem in North America. Rogers (1937) wrote, on the subject, as follows, more than thirty years ago:

> Sex is the subject above all others about which we are most keen to learn and about which we ought most to know, yet it is, of all subjects, the one concerning which the child, at all ages, has least opportunity for learning from safe and truthful sources. Strangely enough no one has even given any reason for this failure in education other than the most vacuous (p. 159).

Whether or not Americans were ever successful in determining the reasons why sex education was not considered an appropriate part of the school curriculum, is a fact which this surveyor cannot determine. What is quite evident, however, is the fact that sex education courses are now becoming quite acceptable throughout the United States. Kobler (1968) says:

> The trend toward sex education in the schools is nationwide. Nearly 50 percent of all schools, including both public and private, parochial and non-sectarian, are already providing it, and at the present rate the figure will pass 70 percent within a year (p. 26).

It seems reasonable to state that Canadians often follow American trends in education. There are already signs that sex education in Canadian schools is not far off. The Canadian Home and School & Parent-Teacher Federation Inc. is an advocate of such programmes. In

the United States, SIECUS, (Sex Information and Education Council of the United States), is playing an important role in assisting communities to establish sex education programmes. There is now a Canadian counterpart, SIECCAN, (Sex Information and Education Council of Canada). Recently, the Canadian Health Education Specialists Society sponsored S.R. Laycock, a prominent Canadian advocate of more enlightened sex education, in publishing a book entitled, Family Living and Sex Education.

The problem in North America does not seem to revolve around the question of whether or not we need sex education. Various authors point out that children are getting a sex education now, from various sources, the quality of which is suspect (Kirkendall & Calderwood, 1965; Luckey, 1967; Neiger, 1960). Vincent (1967) expresses the point as follows:

> In view of the quantity of ideas and attitudes about sex readily available to youth, it is pointless to continue debating whether or not youth should receive sex education. The crucial and reality question is: 'Are we satisfied with the quality, the content, the accuracy and the value orientations of the ideas and attitudes about human sexuality youth is now receiving ... (pp. 15-16).'

Along the same lines, Simon & Gagnon (1967) say, "The important questions in sex education that few have approached directly are: What should be taught? How and when should it be taught? Who should do the teaching? (p. 76)."

The investigator has had some experience in conducting a course in sex education. During a twelve week period running through March -

May 1967, he had weekly sessions with a group of grade 10, 11 and 12 boys and girls in the Oromocto Senior High School located at Oromocto, New Brunswick. There were thirty-nine teachers on staff during the year under review. Over eighty-five percent of them had four or more years of university education. The school was considered "progressive" in all respects. The attitudes of those concerned, to the sex education course, seem to have some relevance for this study.

The course was an outgrowth of an optional course in Psychology. Late in January, the students, forty-six of them, about evenly distributed according to sex, asked for some material dealing with sex. The superintendent and the principal were consulted. They authorized such a course, with the provision that each student, who would ultimately participate in it, would present a letter of consent signed by one of his parents. Thirty-one of the forty-six students were subsequently admitted to the course. Several who had elected to go to a study period, because they were having academic difficulties, later asked to be admitted. It is interesting to note that approximately two-thirds of the students were able to get parental permission -- a result which compares closely with that of the Gallup poll of May 1965 which showed sixty-nine percent of adults in the United States as favouring sex education in the school setting (Johnson & Schutt, 1966). Undoubtedly, some of the students who elected the study period could also have gained parental permission.

The students, during discussion periods, said that their parents were not supplying the type of instruction which they felt was

necessary for adequate sexual adjustment. At the conclusion of the course, a brief questionnaire was distributed to ascertain student reaction to the class. The students were practically unanimous in stating that it had been most worthwhile, that they had learned some things of value, and that all of the students in the school should be exposed to similar courses.

A further enlightening aspect of the undertaking was teacher reaction to the project. Some of the staff members were openly skeptical regarding the advisability of such an undertaking. It seems fair to state that a few of them were awed by it all. What is perhaps most striking of all, is the fact that not one other teacher was willing to assume the task. One of the purposes of this study was to determine the extent to which some of the opinions as expressed in the foregoing situation are prevalent in Alberta.

Review of the Literature

In the past, society has advocated that three main groups of individuals should be held responsible, jointly or separately, for educating our youth in such a way that they become healthily adjusted in a sexual way. The groups are parents, doctors, and ministers.

It is a well known fact that parents have been, to a large extent, unwilling and/or unable to directly communicate an appropriate attitude toward sex to their children (Filas, 1966; Holt, 1967; Kinsolving, 1967; Kirkendall, 1967; Landis, 1951; Laycock, 1967; Page, 1967).

While doctors have the knowledge regarding the physical aspects of sex, they often are not trained in communicating that information.

They usually have a lack of knowledge regarding the social and psychological considerations of sex. Hatfield (1967) states that physicians shy away from sex education and counselling in family life because they realize their lack of preparation in that area of specialization. As an example of the misbeliefs regarding sex that medical people have, there is the study in which it was discovered that half of the students in five Philadelphia medical schools felt that mental illness is frequently caused by masturbation. The same study also established that 20% of the faculty members believed that old, and now discredited, idea (Ob-Gyn Observer, 1966). Packard (1968) summarizes the American situation regarding doctors' preparation in the field of sex education in this way.

> Many doctors are surprisingly shy and inhibited about sexual behavior. The situation is improving now, as more than 30 medical schools are developing programs to help medical students understand the emotional aspects of sexuality - and to be comfortable in discussing them. As recently as 1965, only 3 medical schools had such programs (p. 409).

While the new impetus in educating doctors in the area of sex education will undoubtedly benefit individual patients, doctors will not have the time to devote to any sustained attack on the problem (Simon & Gagnon, 1967).

Ministers have previously been poorly prepared to deal with sex education material in an effective way. To complicate matters, they quite often, unwittingly, reinforce the idea that things of a sexual nature are sinful (Mullen, 1967; Simon & Gagnon, 1967). Callwood (1965)

quotes T. Scott of the Council for Social Service, Anglican Church of Canada as saying: 'Some ministers are so embarrassed by sex that . . . they refuse even to explain the commandment, Thou Shalt Not Commit Adultery (p. 2).'

Increasingly, parental groups have been bringing pressure to bear on the schools in an attempt to have them play a larger role in the sex education of students (Kobler, 1968). If current literature is a fair indicator, the choice of who should instruct our youth regarding sexual matters now involves two groups -- the parents and the schools. Zack (1967) pleads the case for sex education conducted in the home by the parents. He states that:

> . . . with some 20 years of experience in dealing with family counselling in both normal and problem families in a section of Vancouver, I have found that the fountainhead for teaching proper and satisfactory human relationships, comes essentially from the home and its leaders -- the parents (p. 21).

Filas (1966) also favours the home approach over the school situation.

In a magazine article dealing with his recent book, Catching Up With Our Children - New Perspective on Sex Education, Rich (1968) takes the position that the schools must assume the responsibility for sex education. He says: "The fact remains that it is only the schools that can be relied upon to reach all children (p. 19)." The need for a survey, such as the one undertaken in Alberta by this pollster, is pointed out by Rich (1968):

In 1943 a poll by the American Institute

> of Public Opinion showed that 68 percent of United States families approved of sex education in the schools ... I do not know of any similar studies that have been carried out in Canada (p. 18).

In a more recent study, a Gallup poll of May 1965 showed that 69% of adults in the United States approved of sex education courses for students in the school setting (Johnson & Schutt, 1966).

Laycock (1968) is another exponent of sex education in the nation's schools. He has commented on his recent book, Family Living and Sex Education - A Guide for Parents and Youth Leaders, in a magazine article for Quest. He expresses the sentiment that sex education, as it exists for most of Canadian youth, is hopelessly inadequate.

> ... sex education is probably the least effective aspect of education for family living. In the past, sex education has been carried out chiefly by the child's playmates and the adolescent's crowd. Now, television plays a major role in the development of attitude towards sex. The result is unsatisfactory. Recent Canadian studies show that high school graduates are amazingly ignorant even of the basic physiological facts of sex (p. 11).

Laycock substantiates the last sentence by referring to a specific study by Juhasz (1967) which found that 80% of 800 University of British Columbia freshmen students had an "inadequate" knowledge of the physiology of sex.

Other authors who place more emphasis on the desirability of having the school play the prominent role include: Holt (1967), Kinsolving (1967), Kirkendall (1967), Lowes (1967), Page (1967), and

Rubin (1967). Of those, Kinsolving, (a minister), is perhaps the most outspoken advocator of the school approach. He claims, "The school has opportunities in the field of sex education which are unrivalled by any other of the traditional character building agencies such as the church or even the home (p. 26)."

At first glance it might appear that we have an impasse -- one group advocating the home and the other favourably inclined towards the school. This is true, to a certain extent, but all of the authors recognize that it is best not to think in terms of either/or. They all agree that both the parents and the schools have an obligation to fulfill regarding the sex education of young people. Not all of the public at large is convinced of the wisdom of such an approach. Mary Calderone, the head of SIECUS, refers to them as, "the vociferous minority" (Kobler, 1968). Landis (1951) says it is " ... necessary to differentiate between real community resistance and the voices of a few cranks in the community (p. 12)."

Another aspect of sex education which engenders a degree of controversy revolves around the potential good of such courses. A survey of the literature indicates that there are some who believe that by offering young people a well thought out programme of sex education, we can literally "save the world". Those who adopt a negative point of view warn that sex education courses sometimes go too far and present material which the students are not intellectually or emotionally mature enough to handle. Simon & Gagnon (1967) make some thought provoking statements regarding the value of sex education

courses.

> In no survey do we currently find schools, parents, physicians, or religious institutions playing a significant role in sex education except for a small minority of cases. Moreover, there is little evidence to suggest that this privileged group makes better sexual adjustments as adults, and there is some small evidence that they may actually make poorer adjustments (pp. 74-75).
>
> To be sure, with a competent, sensitive teacher, student levels of anxiety about sex may decrease a measurable amount; an untalented teacher may needlessly increase fears. But there is little indication that either will have a powerful effect on ultimate sexual adjustments (p. 91).

Regarding the idea that teachers will probably have little lasting effect on a person's final sexual adjustment, it may be pointed out that, in the past, most teachers offering sex education courses, have had little more than passing communication with students in that area. Laycock (1967) points out that sex education is a continuing process. He says, " ... parents should realize that sex information must be repeated at each stage of the child's development as he is able to understand more. Even adults, both before and after marriage may need further instruction (p. 91)."

It has been shown that, in the past, parents, doctors, and ministers have not been especially efficient in assisting young people to develop healthy sexual attitudes. The literature indicates that substantially more authorities favour the school approach to the problem, or at least an alliance between the home and the school, as opposed to no school participation. However, there is a real doubt

in many people's minds regarding the state of preparation of teachers for their important role as sex educators (Kobler,1968; Lowes, 1967; Manley, 1964; Nation's Schools, 1966; Neiger, 1969; Simon & Gagnon, 1967). Johnson & Schutt (1966) in polling school administrators and school board members found that 82% of them objected to sex education in the schools by teachers because they felt that the teachers were inadequately prepared for such an undertaking.

After surveying the literature, this researcher's most lasting impression is that what seems to be most urgently required in the field of sex education is more research concerning all facets of the subject (Calderone, 1967; Kirkendall & Miles, 1968; Simon & Gagnon, 1967).

The Problem

The topic of sex education is undoubtedly an issue which is charged with emotion. The whole area is one which educational authorities approach with extreme caution. The fact that relatively little research, regarding the topic, has been undertaken perhaps suggests the sacrosanct nature of the field. However, in spite of the paucity of information, particularly regarding the Canadian situation, we do have some indication of how school boards have reacted to the question. Rich (1968) reports:

> A Canadian Education Association survey (1964) said that 'the majority of school boards acknowledge the need for the teaching of sex education in the face of parental failure to meet this responsiblity (p. 18).'

Laycock (1968) also believes that the schools are going to have

to do something in this regard. He says, "I believe that parents increasingly will seek the help of the school in the sex education of their preadolescent and adolescent children ... (p. 11)."

Zack (1967) who generally supports sex education in the home, admits, "Many parents openly speak of dreading the moment when they must explain the facts of life to their children (p. 20)."

Thus we see that there is some consensus regarding the need for schools to establish courses in sex education. Some would assign the task to the school by default.

In view of the foregoing discussion, the following tentative assumptions seemed reasonable, with respect to Alberta.

1. A large majority of parents, teachers, and students would indicate that they feel there is a need for the schools of the province to make formal sex education available.

2. While teachers would recognize the necessity for sex education to be given a larger role in the curriculum, they would indicate that they do not feel qualified to handle such a programme.

3. Many parents would express dissatisfaction with the sex education their children are presently receiving from the various sources.

In Alberta, the provincial Department of Education has established a subcommittee on Family Life Education. This group is responsible for making recommendations regarding sex education in the province's schools. If trends in the United States are followed here, the schools will experience increased parental pressure for sex education courses

to be made an established aspect of the curriculum. The schools will probably seek assistance from the Department of Education. It is felt that the subcommittee will be better able to deal with the matter if they have a reliable indication of the opinions held on the subject by those most concerned -- the students, the teachers, and the parents. The general purpose of this study was to attempt to ascertain what those opinions are. The specific purpose was to investigate the possibility that, when people state that most parents are opposed to sex education classes in the schools, they are perpetuating a point of view which is no longer tenable.

CHAPTER II

METHOD

The Instruments

In order to establish the opinions of parents, teachers, and students regarding sex education in the province, it was necessary to construct a questionnaire for each group. Following the advice of Parten (1950), an attempt was made to produce instruments which would be neat and easy to answer. Actual copies of the three types of questionnaires appear in Appendix A. It was hoped that the use of a different colour for each form would facilitate the administration and scoring of the forms. The use of colour made the schedules more attractive and made them seem less like examination papers.

Several of the provincial Department of Educational officials had items which they wished included. Their items were added to those suggested by various members of the university staff and to those of the investigator. It was thought that a larger response would be forthcoming if the questionnaires were relatively brief. With that in mind, questions IX and X on the student form; question IX on the teacher form; and question XI on the parent form were kept very general in nature. For example, referring to the first category of item XI on the parent form which is "books", it is evident that it could have been expanded to include novels and text books--good ones and poor ones and specific titles could have been suggested. It was felt that many people would not be familiar with some of the specific books. If such

were the case, some people would, no doubt, have been disinclined to answer the instrument. By using the category "teachers" from item XI of the parent form it can be shown that items of that type are difficult to answer with precision. The difficulty lies in the fact that some teachers, known to the respondent, could be deemed excellent, others average, and some incompetent regarding the ability to conduct classes dealing specifically with sex education. The problem then becomes one of how to combine that information. A response indicating teachers "in general" seems to be the only practical solution, in this instance.

Reliability of the Instruments

Since the questionnaires had been constructed by the researcher, it was important to establish reliability figures for the various items on the three types of forms. The reliability study served a dual purpose in that it was also used as a pilot run for the main study. Reliability figures were arrived at by administering the instruments on a test-retest basis. The interval between test-retest was intended to be two weeks. It will be shown that it was not possible to control the interval in all instances.

Reliability figures for each item, on each form, were calculated. They appear with the corresponding items which appear in appendices H, J, and K for the purpose of indicating the percentage of response to each of the five choices associated with each item. Two types of reliability figures were used. The first reliability figure has been given the name "identical correspondence." The name is

self explanatory--it indicates the percentage of identical answers on the first and second administrations of the questionnaire. The second reliability figure has been designated as "correspondence in principle." The correspondence in principle percentage figure includes the identical correspondence percentage figure. In order to qualify for correspondence in principle, the item had to be answered identically; or within the 5-4 range; or within the 2-1 range; on both administrations.

To illustrate what is meant by "within the 5-4 range", the example of a respondent circling 5, "strongly agree", for the first item on the initial administration will be used. If he circled 4, "agree", for the first item on the second administration, it is evident that agreement would have been expressed in both responses. Thus there would have been general correspondence between the answers. All that differs is the degree of agreement. If, on the second administration, he had circled 1, 2, or 3, for the first item, there would have been disagreement or indecision expressed on that occasion, and thus no correspondence in principle between test-retest for that item could be claimed. Of the two types of indicators of reliability, identical correspondence and correspondence in principle, the latter is more gross.

The subjects who responded to the teacher form were 34 Evening Credit students enrolled at the University of Alberta. There were 4 people in the class who were not teachers, but their replies were not included with those of the 30 who were. The test-retest interval

was two weeks. Average identical correspondence for the teacher form was 60.3%. The average correspondence in principle figure for the teacher form was found to be 75.7%. There were 19 female teachers and 11 male teachers involved.

In establishing reliability figures for the student forms, it was decided to try to obtain 30 or more grade seven students and 30 or more grade twelve students. Two classes of grade seven students from a middle class area of the city of Edmonton were administered the questionnaires with an intervening period of two weeks. The group consisted of 19 girls and 20 boys. Average identical correspondence turned out to be 51.3%. The average correspondence in principle figure was 64.5%.

The reliability figures for the grade twelve students were obtained in an Edmonton school which serves a mixed socio-economic group. Students from middle class and lower class homes were included in the two classes where opinions were polled. One class was an academic one with boys and girls about evenly divided. The other class was a vocational class with boys slightly outnumbering the girls. There were 17 girls and 23 boys who answered the instrument on two occasions separated by a 14 day interval in the case of the vocational students and an 18 day interval in the case of the academic students. Average identical correspondence for the grade twelve students was 54.1%. The figure for average correspondence in principle was 69.3%.

Some difficulty was experienced in obtaining a representative sample of parents of a sufficient size. It was finally decided to

request the co-operation of the parents of the grade seven students since they were being contacted in order to secure their permission to administer the instruments to their children. Two questionnaires were subsequently obtained from 18 mothers and 7 fathers. The students took the parent questionnaires home on the days the student questionnaires were administered to them. The parents returned them after varying lengths of time with the last one being received 12 days after the second administration. It should be pointed out that, on both administrations, all 25 parents gave answers to the first ten items. However, the reliability figures for item XI are based on replies from only 17 individuals because 8 people neglected to answer that item on the second administration. Average identical correspondence for the parents was found to be 65.3%. The average correspondence in principle figure turned out to be 82.3%.

The reliability figures for the three items on which results were predicted were found to be relatively high. Item I on all forms was the one which asked if the schools should offer courses in sex education. The correspondence in principle figure for that item for the grade seven students was 87.2%; for the grade twelve students, 90.0%; for the parents, 92.0%; and for the teachers, 93.3%. Item VII on the teacher form dealt with the qualifications of teachers to conduct sex education courses. The correspondence in principle figure for that item was 80.0%. The parents gave their opinion, regarding their satisfaction with the sex education that their children are receiving, in item VIII. The correspondence in principle figure for that item was 84.0%.

Generally speaking, the degree of reliability was higher on the more specific items.

Validity of the Instruments

The only type of validity which could be practically considered, with respect to the questionnaires used in this study, was content validity. It was decided that a prominent Canadian and a prominent American sex educator would be requested to comment on the content validity of the instruments. S. R. Laycock and L. A. Kirkendall were contacted. They both made constructive remarks regarding the questionnaires. Laycock thought that items dealing with the physiological, psychological, and sociological aspects of sex could have been broken down in order to establish opinion on each of the facets. He said item III could be answered differently, depending on material being presented. Actually, he did not make a specific statement regarding the content validity of the three types of questionnaires.

Kirkendall, a widely respected authority on Family Life Education, in commenting on the content validity of the questionnaires, stated: "I think these questionnaires will be fine to give you some idea of the extent of support but they do not permit any distinctions or nuances. . . ." (personal communication). He went on to explain that the distinctions or nuances referred to the items which had been intentionally made general in nature--items IX and X on the student form; item IX on the teacher form; and item XI on the parent form.

Kirkendall also made the thought provoking statement that a specialist in sex education should not be too much of a specialist.

Comprehensibility of the Instruments

All of the 134 respondents who participated in the reliability/pilot study were asked to comment on the comprehensibility of the instruments. After the second administration, they were requested to write comments, on the final page of the form, regarding the degree to which they could understand the items. Of the 39 grade seven students, 4 said the questionnaire gave them some difficulty. Of those, one mentioned two questions which he had difficulty with. The other three each mentioned one item. No item was mentioned more than once. The criticisms seemed minor in nature, and there didn't seem to be any way to alleviate the difficulties mentioned. For example, one student said he didn't understand the term sociological. It was defined on the first page of the form. Another student stated that the brackets in item VI had confused him.

Of the 40 grade twelve students who participated, 2 said the questionnaire was slightly difficult to comprehend. The problem, in each instance, was with question X. The students felt that a category "not helpful" should have been included. That, of course, represents a difficulty in answering rather than lack of comprehension.

The 30 teachers expressed no difficulties, nor did any of the 25 parent respondents.

Data Collection

In view of the controversial nature of the topic the investigator was advised to seek permission to undertake the study from the provincial Department of Education officials who would be most directly concerned with the study. The Chief Superintendent of Schools, R. E. Rees, was asked to read the initial proposal. He and several other departmental officials did so. They welcomed the idea of the survey, offered encouragement, and made helpful suggestions as to how the study could be made more meaningful. The chief superintendent requested that the researcher secure the permission of all local superintendents in whose divisions it was planned to administer the instruments.

In drawing a sample to work with, the List of Operating Schools in Alberta 1967-68, was consulted. It indicated that there were 831 schools which had one, or more, of the grade levels 7 - 12; the range suggested by the Director of Curriculum, J. S. Hrabi. There were 39 schools which had grades 7 - 12 exclusively. They represented a good geographical distribution. It was decided to attempt to gain permission to enlist the assistance of the principals of those schools in implementing the study.

In early November, 1968, a letter requesting permission to contact the principals concerned, was sent to each of the 30 superintendents who had one or more schools in his division that had qualified for inclusion in the undertaking. See Appendix B for a reproduction of the letter. Twenty-eight of the superintendents

granted permission to proceed. The two that did not give their permission each had two schools that had been tentatively scheduled for participation. One superintendent cited, as the reason for his refusal, the fact that there had already been an extraordinary number of various types of surveys in his division. The other superintendent indicated that his department was already looking into the question of sex education. The correspondence with the superintendents revealed that one of the schools which had qualified for inclusion in the survey had since been divided into a junior high and a senior high. As a result it was dropped from the study. It was also established that two new schools, that met the requirement of embracing grades 7 - 12 exclusively, had been added in other areas. It thus turned out that there were 40 schools which could have been included. With the four lost due to lack of support by the local superintendents, the number was reduced to 36.

The principals of the remaining 36 schools were contacted by letter in early December, 1968. A reproduction of that letter appears in Appendix C. In order that the principals would have some idea of what they were committing themselves to, timewise, a copy of the "Instruction Sheet for Principals" was included with the initial letter. For a reproduction of that sheet, please refer to Appendix D. It was felt that the principals should have as much information as possible available in order that they could evaluate the undertaking effectively. With that in mind, they were also sent copies of each

of the three types of questionnaires and a copy of the letter to parents, a reproduction of which may be found in Appendix E.

Of the 36 principals, 24 expressed a willingness to assist in the study. The map, which appears in Appendix F, illustrates the towns and cities which had schools that co-operated. The principals, in their letters indicating that they would assist in the survey, included a list of their homeroom teachers which also showed the number of students appearing on the register of each of those homeroom teachers. One homeroom teacher representing each grade level from 7 - 12 was chosen, at random where possible, as a potential teacher respondent. Keeping in mind the number of students the selected homeroom teachers had, a list of random numbers was consulted, in order to choose two prospective student respondents from each grade level. The principals were then advised regarding the selections which had been made. A reproduction of the reply to the principals appears in Appendix G.

The mailing of kits to the co-operating principals was initiated during the third week of December, 1968. A kit contained the letter mentioned in the above paragraph; 7 teacher questionnaires; 12 parent questionnaires; 12 student questionnaires; 12 self-addressed envelopes, for use by the parents; and 12 letters requesting parental participation and their consent for their children to participate. The principals had been asked, in the instructions to them, to answer a questionnaire. They had also been requested to make an effort to have the letters to parents addressed to the mother if the

prospective student respondent was a girl, and to the father if a boy. That precaution was taken in the hope that it would more or less equalize the number of male/female parent questionnaires. Without that precaution, it was assumed that many more responses would be received from females than from males. The reasoning for that conclusion was based on the knowledge that most women spend more time in the home than men do and would be more likely to take the time to answer the instruments. It was assumed that the random selection of the students would provide nearly equal numbers of potential male and female respondents. The sample within a given school made provision for a maximum of 31 respondents. For the entire 24 schools, there were 288 prospective student respondents, 288 prospective parent respondents, and 168 prospective teacher respondents which represents a total of 744 individuals.

Two schools were relatively late in initiating the survey. One was held up due to the fact that the project had to be approved by the local school board and, as a result, correspondence with the principal confirming participation was not completed until mid January. In the other case the principal died. After arrangements had been made with his replacement, it was necessary to wait until the school examinations were completed before carrying out the survey in that school. In that instance, since the school was following the semester system, the completed questionnaires from the teachers and students were not received until March 17th. However, except for those two instances, the large portion of replies was in hand by the end of the first week of February.

Travers (1964) indicates that a return of mailed questionnaires of 20 - 40 per cent is average. In this study, which could not be termed a direct mail survey, in as much as the principals interceded, the returns were substantially higher. Information regarding the return of the three types of questionnaires appears in table one.

TABLE I

RETURN OF STUDENT, TEACHER, AND PARENT QUESTIONNAIRES

STUDENTS

Grade	Number of Boys	Number of Girls	Unclassified	Total
7	14	17		
8	15	22		
9	16	16		
10	21	18		
11	20	18		
12	10	24		
	96	115	6	217

75.3% of 288 forms were returned

TEACHERS

Males	Females	Unclassified	Total
76	56	2	134

79.8% of 168 forms were returned

PARENTS

Males	Females	Unclassified	Total
83	121	6	210

73.0% of 288 forms were returned

CHAPTER III

RESULTS AND FINDINGS

Table II indicates the results that were obtained with respect to the tentative assumptions offered by this investigator.

In this report, from now on, "agreement"; "in favour of"; or "acceptance"; will indicate a combination of category 4 (agree) and category 5 (strongly agree). Similarly, "disagreement" or "not in favour" will indicate a combination of category 2 (disagree) and category 1 (strongly disagree).

Parent Results

The data gathered from the first 11 items of the 210 parent forms were put into tabular form. Using a left to right orientation, the following columns were used: item number; reproduction of the item; percentage of identical correspondence, (see definition, pp. 15 and 16); percentage of correspondence in principle, (see definition, p. 16); percentages of the total response to the item shown for each category from 1-5; and in the far right hand column, the number of people responding to the item. That information appears in Appendix H.

Table III was constructed to rank the data from parent item XI. Acceptance was defined as being demonstrated by a respondent answering with a 4 or a 5 for a given category of item XI.

Parent item XII asked the respondents to suggest reasons explaining the fact that sex education courses are uncommon in Alberta schools.

TABLE II

OUTCOMES RELATED TO TENTATIVE ASSUMPTIONS

Tentative Assumption	Group	% in Category* 1	2	3	4	5	N
A large majority of parents, teachers, and students would indicate that they feel there is a need for the schools of the province to make formal sex education available. (Results of item I, all forms, shown.)	Parents	5.8	3.8	5.8	62.0	22.6	208
	Teachers	0.8	3.8	9.8	51.9	33.8	133
	Students	0.5	0.9	7.8	59.0	31.8	217
While teachers would recognize the necessity for sex education to be given a larger role in the curriculum, they would indicate that they do not feel qualified to handle such a programme. (Results of teacher item VII, which was worded positively, are shown.)	Teachers	18.0	43.6	12.8	21.1	4.5	133
Many parents would express dissatisfaction with the sex education their children are presently receiving from the various sources. (Results of parent item VIII, which was worded positively, are shown.)	Parents	18.2	51.7	11.8	14.8	3.4	203

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

TABLE III

PARENT ACCEPTANCE OF SOURCES OF SEX INFORMATION

Category	Per cent in Favour
DOCTORS	93.1
SPECIALISTS IN SEX EDUCATION	92.2
MOTHER	84.2
SCHOOL NURSES	76.9
BOOKS	70.9
FATHER	69.9
MINISTERS OR PRIESTS	58.3
SCHOOL COUNSELLORS	56.4
SCHOOL TEACHERS	39.9
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	20.2
MOVIES	14.8
GYM TEACHERS	14.6
T.V.	13.1
MAGAZINES	10.2
RELATIVES	8.1
FRIENDS	5.1
NEWSPAPERS	4.6
RADIO	4.1

One or more reasons were suggested by 130 of the 210 parents who returned questionnaires. The most common reason given was the lack of properly educated teachers for that type of teaching. Forty per cent of those responding gave that answer. Table IV summarizes the responses to parent item XII.

Item XIII on the parent form asked for further comments on the topic of sex education and suggested two areas for consideration. The response to the question as to whether any sex-related topics should be kept out of a sex education course was negligible. The reply that nothing should be left out was given by 13 people. Two persons wanted to exclude sexual abnormalities; two wanted the mechanics of sexual intercourse omitted; and two other topics were classified as miscellaneous responses.

The second area suggested for comment dealt with the parents' opinion regarding the best level for commencement of formal sex education courses. The statement was: If you do not favour sex education courses starting at the grade six level, is there a level which you feel is better? If lack of response indicated agreement with the grade six level, the parents favoured that level by a wide margin. The fact that 80.7% of the parents were in favour of item II substantiates the contention that parents favour the grade six level. Of the 210 parent respondents, only 24 suggested alternative grade levels. The most frequently suggested alternatives were grades seven and eight with both being suggested by seven respondents.

TABLE IV

PARENT-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA

Reason	Frequency
Lack of specially educated teachers	52
Parents are not in favour	31
Lack of interest and discussion about the need	25
People think parents should be responsible	15
Reluctance of people to change	14
It is, or has been, a taboo subject	10
Conservative nature of the government and the department of education	8
Religious pressures	7
Teacher embarrassment	6
The cost of creating such a programme	5
Teachers need the time for regular work	4
People are afraid	4
Students learn in other ways	2
Ignorance regarding the topic	2
Student embarrassment	1
Other	7

The additional comments made by some of the respondents filled the entire back sheet of their questionnaires. The comments of an anonymous mother are reproduced in Appendix I.

In addition to compiling the parent data on items I-XI as shown, the material was also compiled to indicate if there were any differences between the responses of fathers and mothers. The level for significance was set at .05. Chi squares were calculated and probabilities for each distribution were established. The chi square test is appropriate if fewer than 20 per cent of the cells have an expected frequency of less than five and if no cell has an expected frequency of less than one (Siegel, 1956). In order to meet those conditions, it was often necessary to combine categories. Those distributions which were found to be significant are shown in Table V.

Summary of Parent Results

The data gathered and analyzed indicated that a large majority of the parents of Alberta school children were willing to have school personnel supplement the sex education the students receive from the home and other sources. Most parents agreed that grade six was a reasonable grade level for commencement of formal sex education, but parents in general were not convinced that boys and girls should attend mixed classes which would deal with sex information. More parents were in favour of sex information being presented as a special subject than there were parents who suggested an integration with existing subjects.

TABLE V

SURVEY ITEMS DIFFERENTIATING MOTHERS' AND FATHERS'

ATTITUDES TOWARD SEX EDUCATION

Item No.	Sex	% in Category* 1	2	3	4	5	N	Probability
I.	Fathers	16.8		6.0	61.4	15.7	83	.01
	Mothers	4.2		5.9	63.9	26.1	119	
II.	Fathers	8.7	10.0	8.7	57.5	15.0	80	.01
	Mothers	0.0	6.9	6.0	61.2	25.9	116	
V.	Fathers	8.5		11.0	40.2	40.2	82	.02
	Mothers	17.6		23.5	27.7	31.1	119	
VI.	Fathers	12.2	35.4	9.8	42.7		82	.03
	Mothers	16.7	50.8	3.3	29.1		120	
IX.	Fathers	7.3	30.5	13.4	42.7	6.1	82	.003
	Mothers	10.9	55.5	6.7	22.7	4.2	119	

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

Most parents stated that a married person should conduct the sessions. While a majority of parents felt that it was not difficult for them to discuss sexual matters with their children, less than one-third of them felt qualified to discuss all of the aspects of sex. Parents were generally dissatisfied with the sex education their children were receiving. A minority of parents thought their children were finding out about sex in much the same way that the parents themselves had learned. A majority of parents were dissatisfied with their sex education. The respondents felt that doctors, specialists in sex education, and the mother were the best sources of sex information. The most often cited reasons for the lack of sex education classes were: the lack of properly prepared teachers; the fact that parents are opposed; and lack of interest in the topic combined with lack of discussion about the need. Practically all parents wished that nothing of a sexual nature be excluded from potential sex education programmes. Mothers were significantly more in favour of sex education in the school and the idea that it should commence formally at the grade six level than were fathers. Fathers were significantly more in agreement with the following points than were mothers:

1. A person who conducts a class in sex education should be married.
2. It is usually difficult for me to discuss things of a sexual nature with my children.
3. My children are finding out about sex in much the same way that I found out about it.

Teacher Results

The data gathered from the first 9 items of the 134 teacher forms were compiled in the same way that the parent data were organized. That information appears in Appendix J. Table VI was constructed to rank the data from teacher item IX. Acceptance was defined as being demonstrated by a respondent answering with a 4 or a 5 for a given category of item IX.

Teacher item X asked the respondents to suggest reasons why sex education courses, as outlined at the start of the questionnaire, are not common in Alberta schools. One or more reasons were suggested by 113 of the 134 teachers who returned questionnaires. As in the case of the parents, the most frequent reason suggested was lack of properly prepared teachers in the field of sex education. Twenty-nine per cent of the teachers cited that reason. Table VII summarizes the responses to teacher item X.

Teachers reacted in a similar way to parents regarding the question of whether any sex-related topics should be kept out of sex education courses. Four teachers stated that nothing should be excluded; one said sexual abnormalities should be omitted; and one didn't think birth control methods was an appropriate topic. Apparently teachers don't have any strong feelings against any of the various areas of subject matter for sex education classes because 128 of the 134 would impose no restriction on course content.

TABLE VI

TEACHER ACCEPTANCE OF SOURCES OF SEX INFORMATION

Category	Per cent in favour
SPECIALISTS IN SEX EDUCATION	95.5
DOCTORS	93.2
SCHOOL NURSES	85.0
BOOKS	79.4
MOTHER	70.3
FATHER	65.9
SCHOOL COUNSELLORS	65.4
MINISTERS OR PRIESTS	60.6
SCHOOL TEACHERS	43.6
GYM TEACHER	30.5
T.V.	30.3
MOVIES	29.5
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	27.5
MAGAZINES	16.7
RADIO	12.3
FRIENDS	11.5
RELATIVES	11.4
NEWSPAPERS	9.8

TABLE VII

TEACHER-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA

Reason	Frequency
Lack of specially educated teachers	33
It is, or has been, a taboo subject	23
Parents are not in favour	21
People think parents should be responsible	19
Lack of interest and discussion about the need	17
Reluctance of people to change	16
Conservative nature of the government and the department of education	16
Religious pressures	15
Ignorance regarding the topics	11
People are afraid	9
Teacher embarrassment	7
Teachers need the time for regular work	2
Student embarrassment	1
Students learn in other ways	1
The cost of creating such a programme	1
Other	17

The teachers were very much in favour of sex education classes commencing at the grade six level. That statement is verified by the fact that 83.5% of them expressed agreement with item II and by the fact that relatively few of them suggested a better level. Only 14 of the 134 teacher respondents suggested an alternative to grade six. Grade one, suggested by three teachers, was the most frequently mentioned alternative.

Teacher data for items I-IX were also compiled to indicate whether or not differences existed between male and female opinions. The same procedure as used for parents was followed. Table VIII illustrates the items which were found to be significant at the .05 level.

Summary of Teacher Results

A large majority of teachers were in agreement with the idea that schools should assist the parents in the sex education of their children and they agreed that the grade six level might be an appropriate place to commence such an undertaking. Generally speaking, teachers were not convinced that sex education classes should be offered to mixed groups of boys and girls. More teachers favoured sex education as a special class rather than having it integrated with existing subjects. The teachers were about evenly split between those who favoured a married person as a teacher of sex education and those who did not feel that being married was a critical factor. Teachers were practically unanimous in stating that most high school students could benefit from sex education

TABLE VIII

SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE TEACHERS' ATTITUDES TOWARD SEX EDUCATION

Item No.	Sex	% in Category* 1	2	3	4	5	N	Probability
III.	M	14.7	13.3	25.3	32.0	14.7	75	.02
	F	19.6	32.1	14.3	30.4	3.6	56	
IX. (FATHER)	M	20.0		17.3	32.0	30.7	75	.008
	F	5.5		25.5	52.7	16.4	55	
(MOTHER)	M	12.0		21.3	36.0	30.7	75	.05
	F	1.9		24.1	53.7	20.4	54	
(RADIO)	M	29.3	33.3	22.7	14.6		75	.009
	F	11.3	34.0	47.2	7.5		53	

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

courses covering all aspects of sex. While only 25% of teachers indicated that they felt qualified to conduct sex education classes, 55% said that they would do so if they were, or could become qualified. The respondents were most in favour of specialists in sex education, doctors, and school nurses as suitable sources of sex information. They gave the least support to newspapers, relatives, and friends as acceptable sources of such information. The most often mentioned reasons for the lack of sex education courses included the lack of properly prepared teachers of sex education; the fact that sex is, or has been, a taboo subject; and the belief that parents are opposed. Most teachers would not limit the subject matter of a potential sex education course. Male teachers were significantly more in favour of students attending mixed classes for the purpose of sex education than were female teachers. The female teachers were significantly more in favour of fathers and of mothers as acceptable sources of sex information than were the male teachers. There was a significant difference between male and female thinking on the acceptance of radio as a means of sex education. This difference was somewhat ambiguous in as much as more males than females were in favour and more males than females were in disagreement, with the females being nearly 50% undecided.

Student Results

The data gathered from the first 10 items of the 217 student forms were compiled in a fashion similar to that utilized for the parents and teachers. The only exception was that in reporting reliability

figures for the various items in terms of percentage of identical correspondence and percentage of correspondence in principle, two figures for each of the foregoing percentages were used instead of one as in the case of the parents and teachers. That modification was necessitated by the fact that reliability figures were calculated for grade seven students and for grade twelve students. For all items, the upper reliability figures are those obtained from grade seven students, and the lower reliability figures are those obtained from grade twelve students. The data in question appear in Appendix K.

Table IX was constructed to rank the data obtained from student item IX. Acceptance was defined as being demonstrated by a respondent answering with a 4 or a 5 for a given category of item IX.

Student item X did not have a counterpart on either the parent or the teacher forms. It asked the respondents to indicate how helpful various sources of information had been in supplying them with facts about sex. Since a large percentage of the students indicated that they were undecided for many of the categories, two tables were constructed to illustrate the students' position on item X. Table X shows the percentage of students who felt they had been helped by a given category as indicated by student responses to the 4 and 5 classifications. The percentage of students who believed a given category had been harmful was arrived at by using the responses to the 1 and 2 classifications. These data are outlined in Table XI.

TABLE IX

STUDENT ACCEPTANCE OF SOURCES OF SEX INFORMATION

Category	Per cent in favour
SPECIALISTS IN SEX EDUCATION	93.6
DOCTORS	79.6
BOOKS	75.4
MOTHER	71.2
SCHOOL NURSES	63.5
FATHER	52.0
SCHOOL COUNSELLORS	49.6
SCHOOL TEACHERS	38.2
MINISTER OR PRIESTS	28.8
MOVIES	25.0
GYM TEACHERS	24.2
MAGAZINES	23.6
FRIENDS	22.3
T.V.	19.4
RELATIVES	17.2
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	16.6
NEWSPAPERS	5.5
RADIO	4.2

TABLE X

SOURCES OF SEX INFORMATION DEEMED HELPFUL BY STUDENTS

Category	Per cent Helped
BOOKS	74.8
MOTHER	71.5
SPECIALISTS IN SEX EDUCATION	59.3
DOCTORS	54.4
SCHOOL NURSES	50.9
FATHER	49.0
SCHOOL TEACHERS	38.8
FRIENDS	36.7
SCHOOL COUNSELLORS	32.1
MAGAZINES	31.3
MOVIES	30.0
T.V.	28.3
GYM TEACHERS	22.6
MINISTERS OR PRIESTS	21.9
RELATIVES	21.2
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	13.3
NEWSPAPERS	6.8
RADIO	6.8

TABLE XI

SOURCES OF SEX INFORMATION DEEMED HARMFUL BY STUDENTS

Category	Per cent Harmed
NEWSPAPERS	46.2
MOVIES	45.2
MAGAZINES	40.3
T.V.	38.3
RADIO	37.7
FRIENDS	31.0
RELATIVES	25.6
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	21.2
MINISTERS OR PRIESTS	17.0
GYM TEACHERS	14.4
SCHOOL COUNSELLORS	11.2
BOOKS	9.8
FATHER	7.7
SCHOOL TEACHERS	7.6
SCHOOL NURSES	6.7
DOCTORS	5.4
MOTHER	2.8
SPECIALISTS IN SEX EDUCATION	2.0

Student item XI asked the students to suggest reasons for the lack of sex education courses, as outlined in the questionnaire, in Alberta schools. One or more reasons were suggested by 156 of the 217 students who returned questionnaires. Parental disfavour was given as a reason by 21.2% of the students while "lack of qualified teachers" was cited by 20.5%. Table XII summarizes the responses to student item XI.

Only 7 of the 217 students indicated that they felt any sex-related topics should be excluded from a programme of sex education. Fifteen of them stated explicitly that nothing should be omitted.

Students, in keeping with parents and teachers, seemed to be very much in favour of sex education courses starting in grade six. It was found that 86.6% of students were in agreement with that grade level. A total of 34 students did suggest alternative grade levels. Fourteen of them suggested grade seven and eight of them suggested grade eight.

The part of the student questionnaire which asked students to list their personal questions regarding sex education was not well received. Only 27 questions were posed by the 217 students who completed questionnaires. That was probably due to the fact that they were reluctant to ask questions that would demonstrate their lack of sexual sophistication when they knew that there was no possibility of receiving answers. There was a considerable variety in the questions asked. The question that was asked most frequently (four times), had to do with the reasons why sex was such a "hush-hush" topic.

TABLE XII

STUDENT-SUGGESTED REASONS FOR THE LACK OF SEX EDUCATION COURSES IN ALBERTA

Reason	Frequency
Parents are not in favour	33
Lack of specially educated teachers	32
Reluctance of people to change	19
Lack of interest and discussion about the need	19
People think parents should be responsible	19
Teacher embarrassment	18
It is, or has been, a taboo subject	17
People are afraid	15
Ignorance regarding the topic	12
Students learn in other ways	7
Student embarrassment	7
Teachers need the time for regular work	6
Conservative nature of the government and the department of education	4
Religious pressures	4
The cost of creating such a programme	2
Other	8

The student data for items I-X were also organized to indicate whether or not there were differences between males and females; between junior high boys (grades 7-9) and senior high boys (grades 10-12); and between junior high girls and senior high girls. The same procedure as employed for parents and teachers was followed. Tables XIII-XV list the items and show the distributions which were found to be significant at the .05 level.

Summary of Student Results

A very large majority of students agreed that schools should offer sex education courses. They agreed, to a great extent, that Alberta should do something similar to those places where students' questions regarding sex are answered in a simple way up to the grade five level, with formal sex education courses commencing in grade six. About one-half of the students agreed that a given sex education class should be attended by boys and girls. A majority of them agreed that sex education courses should be separate from existing courses. Slightly less than one-half of the students saw a necessity for a teacher of a sex education class to be married, but one-third of them were undecided on that item. About 50% of the students were satisfied with the sex education they had received from their parents and approximately 20% of them were undecided. Of the remaining 28.6%, (62 students), who were dissatisfied with the amount of information they had received from their parents, none indicated that they felt they had received too much information, (see student item VI). A little over one-half of the students felt they had received a

TABLE XIII

SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE STUDENTS'

ATTITUDES TOWARD SEX EDUCATION

Part I Item No.		Sex	% in Category* 1	2	3	4	5	N	Prob.
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	M	8.3		12.5	63.5	15.6	96	.002
		F	0.9		6.1	61.4	31.6	114	
VI.	Considering my age, I am satisfied with the amount of sex information my parents have provided me with.	M	25.0		25.0	49.0	1.0	96	.009
		F	31.3		16.5	40.9	11.3	115	
VIII.	If I become a parent, I will teach my children about sex in the same way that my parents taught me.	M	5.3	23.2	47.4	16.8	7.4	95	.007
		F	13.9	23.5	25.2	25.2	12.2	115	
IX.	To what extent do you accept each of the following as being suitable sources of sex information.								
	FATHER	M	4.2	11.5	19.8	47.9	16.7	96	.004
		F	12.3	20.2	27.2	25.4	14.9	114	

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE STUDENTS'

ATTITUDES TOWARD SEX EDUCATION

TABLE XIII - PART II Item No.		Sex	% in Category 1	2	3	4	5	N	Prob.
	MOTHER	M	2.1	26.3	21.1	41.1	9.5	95	.000
		F	2.6	1.7	7.8	42.6	45.2	115	
	NEWSPAPERS	M	27.1	35.4	29.2	8.3		96	.001
		F	43.5	42.6	10.4	3.5		115	
	NURSES	M	8.3	21.9	24.0	36.5	9.4	96	.000
		F	2.6	8.7	10.4	46.1	32.2	115	
	T.V.	M	16.7	30.2	25.0	20.8	7.3	96	.002
		F	33.0	33.0	21.7	12.2	0.0	115	
X.	Please indicate how helpful each of the various persons or things listed below have been in supplying you with information regarding sexual matters.								
	FATHER	M	4.2		31.3	52.1	12.5	96	.000
		F	10.1		56.0	23.9	10.1	109	
	MINISTERS OR PRIESTS	M	3.2	15.1	65.6	16.1	0.0	93	.02
		F	7.4	9.3	56.5	18.5	8.3	108	
	MOTHER	M	4.2		44.8	41.7	9.4	96	.000
		F	1.8		8.8	42.5	46.9	113	

SURVEY ITEMS DIFFERENTIATING MALE AND FEMALE STUDENTS'

ATTITUDES TOWARD SEX EDUCATION

TABLE XIII - PART III Item No.	Sex	% in Category 1	2	3	4	5	N	Prob.
SCHOOL NURSES	M	2.2	8.6	57.0	28.0	4.3	93	.000
	F	0.9	2.7	29.1	49.1	18.2	110	
SPECIALISTS IN SEX EDUCATION	M	0.0	2.2	49.5	16.1	32.3	93	.03
	F	0.0	1.9	29.2	24.5	44.3	106	

TABLE XIV

SURVEY ITEMS DIFFERENTIATING JR. HIGH MALES' AND SR. HIGH MALES'

ATTITUDES TOWARD SEX EDUCATION

Item No.		Level	% in Category* 1	2	3	4	5	N	Prob.
VIII.	If I become a parent, I will teach my children about sex in the same way that my parents taught me.	Jr.	2.3	13.6	47.7	36.4		44	.02
		Sr.	7.8	31.4	47.1	13.7		51	
IX.	To what extent do you accept each of the following as being suitable sources of sex information.								
	DOCTORS	Jr.	0.0	15.6	8.9	44.4	31.1	45	.03
		Sr.	0.0	2.0	13.7	33.3	51.1	51	
	SPECIALISTS IN SEX EDUCATION	Jr.	0.0	4.4		44.4	51.1	45	.004
		Sr.	0.0	7.9		13.7	78.4	51	
X.	Please indicate how helpful each of the various persons or things listed below have been in supplying you with information regarding sexual matters.								
	DOCTORS	Jr.	11.1		24.4	44.4	20.0	45	.001
		Sr.	4.0		64.0	18.0	14.0	50	
	SCHOOL COUNSELLORS	Jr.	15.5		40.0	37.8	6.7	45	.02
		Sr.	8.1		71.4	14.3	6.1	49	

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

SURVEY ITEMS DIFFERENTIATING JR. HIGH MALES' AND SR. HIGH MALES'

ATTITUDES TOWARD SEX EDUCATION

TABLE XIV - PART II Item No.	Level	% in Category 1	 2	 3	 4	 5	N	Prob.
SCHOOL NURSES	Jr.	18.1		38.6	43.1		44	.002
	Sr.	4.1		73.5	22.5		49	
T.V.	Jr.	48.9		20.0	31.1		45	.02
	Sr.	26.0		44.0	30.0		50	

TABLE XV

SURVEY ITEMS DIFFERENTIATING JR. HIGH FEMALES' AND SR. HIGH FEMALES'

ATTITUDES TOWARD SEX EDUCATION

PART I Item No.		Level	% in Category* 1	2	3	4	5	N	Prob.
VIII.	If I become a parent, I will teach my children about sex in the same way that my parents taught me.	Jr.	9.1	18.2	23.6	27.3	21.8	55	.02
		Sr.	18.3	28.3	26.7	23.3	3.3	60	
IX.	To what extent do you accept each of the following as being suitable sources of sex information.								
	BOOKS	Jr.	12.8		3.6	70.9	12.7	55	.04
		Sr.	10.0		21.7	60.0	8.3	60	
	MINISTERS OR PRIESTS	Jr.	21.8	34.5	25.5	12.7	5.5	55	.03
		Sr.	10.0	18.3	31.7	23.3	16.7	60	
X.	Please indicate how helpful each of the various persons or things listed below have been in supplying you with information regarding sexual matters.								
	GYM TEACHERS	Jr.	15.3		51.9	26.9	5.8	52	.03
		Sr.	7.1		78.9	12.3	1.8	57	
	MINISTERS OR PRIESTS	Jr.	29.4		51.0	13.7	5.9	51	.008
		Sr.	5.3		61.4	22.8	10.5	57	

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

SURVEY ITEMS DIFFERENTIATING JR. HIGH FEMALES' AND SR. HIGH FEMALES'

ATTITUDES TOWARD SEX EDUCATION

TABLE XV - PART II Item No.	Level	% in Category 1	2	3	4	5	N	Prob.
MOTHER	Jr.		9.4		28.3	62.3	53	.007
	Sr.		11.7		55.0	33.3	60	
RADIO	Jr.	28.0	28.0	34.0	10.0	0.0	50	.000
	Sr.	6.9	20.7	70.7	1.7	0.0	58	
SCHOOL COUNSELLORS	Jr.	15.7		43.1	41.2		51	.02
	Sr.	5.4		69.6	25.0		56	
SCHOOL NURSES	Jr.	3.8		17.3	53.8	25.0	52	.05
	Sr.	3.4		39.7	44.8	12.1	58	

sufficient knowledge of the physiological, psychological, and sociological aspects of sex from various sources. Slightly less than a third of the students said that if they became parents they would teach their children about sex in the same way that their parents had taught them. Just over one-third were undecided, and one-third disagreed with respect to the foregoing item. The students indicated that they favoured specialists in sex education, doctors, and books as their first three choices of sources of sex information. They were least in favour of radio, newspapers, and youth leaders as such sources. Books, mother, and specialists in sex education proved to have been the most helpful to students in acquiring sex-related information. Radio, newspapers, and youth leaders proved to have been least helpful. Newspapers, movies, and magazines were cited by the students as being the most harmful influences and specialists in sex education, mother, and doctors the least harmful as sources of sex information. The most frequently mentioned reasons for the lack of sex education courses in Alberta involved the idea that parents are not in favour of such courses and the idea that there is a lack of qualified teachers for sex education courses. Students placed hardly any restrictions on the content matter of sex education classes. There were 34 students who suggested starting formal sex education classes at grade levels other than grade six. A number of differences in attitudes to sex education, significant at the .05 level, were noted between male and female students, between junior high and senior high boys, and between junior high and senior high girls.

When one examines the student items on which there were significant differences in attitudes between males and females, a general pattern can be seen which suggests that girls felt that they had been helped, by various types of people, to a greater extent than did boys. An examination of the items with a significant difference between junior high and senior high boys reveals the junior high boys were more positive that they had been helped by various people than were senior high boys. The same type of pattern was found to exist between the junior high and the senior high girls with one interesting exception. The senior high girls indicated that they had been helped more by ministers/priests than the junior high girls indicated they had.

Overall Impressions

Additional comments made by parents, teachers, and students led to the following general impressions:

1. Many parents should be exposed to the type of sex education programme suggested for the students because large numbers of parents are not well informed regarding sexual matters.

2. Too much stress on sex education is not desirable--all that is needed are occasional classes incorporating discussion periods.

3. Boys and girls should probably be separated until grade 10. The teachers, especially, stressed that point.

4. Universities should prepare teachers before the schools attempt to implement sex education programmes.

CHAPTER IV

DISCUSSION AND IMPLICATIONS

Support for Sex Education

Parten (1950) said: ". . . an efficiently conducted survey should yield little new information to its designer (p. 55)." At the risk of implying that the present survey was not as efficient as it might have been, it must be admitted that the finding that 84.6% of the parents were in favour of sex education for their children in the schools, was a surprise. The highest reported figure for North American parents that the writer is familiar with is that of the Gallup poll of May, 1965 which showed 69% of adults in the United States as being in favour of sex education in schools (Johnson & Schutt, 1966). Of course that was nearly four years ago, and it is realized that attitudes on the question have changed considerably in the interval. Evidence in support of that statement was drawn from the fact that in 1966 only one-third of American schools had a sex education programme (Nation's Schools, 1966); and from the prediction by Kobler (1968) that more than 70% would have sex education programmes within a year. H. L. Zetterberg was conducting a survey on sex opinions, attitudes, and habits in Sweden in 1968. His undertaking also involved parents, teachers, and students but, unfortunately, his results are not yet available. However, Moskin (1969) reported that Zetterberg had found that 86% of Swedish parents favoured sex education in the schools, 9% were opposed, and

5% were undecided. The results for Alberta parents on item I of this study were almost identical to those obtained by Zetterberg. It was thought that the wording of item I may have been to a large degree responsible for raising the percentage of "in favour" responses in as much as it was designed to assure the parents that sex education programmes, as envisioned by the investigator, would supplement rather than supplant the efforts of the parents.

In 1965 a poll of a cross section of American public school teachers established that 80% favoured sex education, 10% were undecided, and 10% were opposed (NEA Journal, 1965). Alberta teachers, by comparison, were about 5% more in favour, with the increase off set by a corresponding decrease in the percentage of respondents who were opposed.

Similar comparisons for students, on item I, cannot be made due to the fact that the investigator could not find a single instance where student opinions have been reported, if indeed they have ever been solicited.

Some Problems Associated with Sex Education Programmes

In view of the public support for sex education in the schools of Alberta which has been demonstrated by this investigator, it might be assumed that the subject would be rapidly incorporated into the curriculum. Past experience in other locales suggests otherwise. In Sweden, sex education in the schools is supposed to have been compulsory since 1956. In 1968 one-third of the students were still not

receiving it because the teachers and the schools were avoiding it (Moskin, 1969). When one considers the fact that 85.7% of the teachers polled in Alberta were in favour of sex education in the schools and that 93.9% of them agreed that most high school students could benefit from sex education courses, it is revealing to learn that only 25.6% of them felt qualified to undertake sex education classes and only 55.7% of them said they would conduct such classes if they were, or could become, qualified. This suggests that the Swedish problem could well become prevalent in Alberta in the future. To complicate matters, only 38.2% of students, 39.9% of parents, and 43.6% of the teachers themselves supported teachers as suitable sources of sex information. Unless that situation can be changed, the outlook for sex education programmes conducted by teachers in Alberta is most unpromising.

Johnson and Schutt (1966) in commenting on the fact that 69% of American adults were in favour of sex education in the schools made the statement: "One must wonder whether school officials are awaiting 100% approval before moving ahead (p. 68)." The results of this study seem to indicate that, in addition to gaining parental support, the question of teacher capability is also of crucial importance. Of the 399 respondents who gave reasons for the lack of sex education courses in Alberta schools, 117 mentioned the lack of specially educated teachers. When one compares the low acceptance percentages of teachers with the figures of acceptance of specialists in sex education, (parents 92.2%, teachers 95.5%, and students 93.6% in favour), the fact that some special education dealing with sex-related considerations

should be made available to school personnel if they are to become acceptable to the public as sex educators becomes evident. Accordingly, it is felt that the results of this undertaking should have implications for the universities in as much as it suggests that they should probably be offering courses which would help prepare people to deal effectively with things of a sexual nature in the school setting. This is an area which is overlooked in Canada and in the United States as well. Malfetti and Rubin (1968) asked 734 American teacher preparation institutions if they had a specific course or courses intended to prepare teachers to teach sex education. A response of 34% indicated that only 8% had such a course or courses.

In addition to the problems of parental support and lack of specially educated teachers, there is the thorny question of what the curriculum should consist of and at what grade levels it should be presented. For several years the community of Anaheim, California has been cited as an example of a community with a sex education programme that approached the ideal. The Albertan, in a newspaper article of April 19, 1969 stated that the State Board of Education in California had termed some of the material being used in Anaheim as, "not appropriate for California schools." North American schools have traditionally followed a government approved curriculum. One occasionally hears teachers complain about the inflexibility of that method of organization, but generally teachers are complacent about the matter or even genuinely satisfied with it because it gives them a sense of

security. The investigator has found that students are motivated to an enhanced degree if they are allowed to have some say in what goes on in the classroom. He wonders if the problem of what sex information should be taught or discussed, and when it should be introduced, would be better handled if left to a responsible, specially educated teacher and his students. The results of this study pointed to the fact that very few of the respondents would place any restrictions on the subject matter and that few of them would disagree with the commencement of formal sex education classes at the grade six level. Given those guidelines and the support of school administrators and parents, a programme in keeping with the changing needs of the students might evolve spontaneously in individual communities. The fact that Alberta communities have not been implementing sex education programmes is reflected in the finding that of the 24 schools which participated in the investigation, only 1 was conducting formal sex education classes.

The Need for School Involvement in Sex Education

One of the most salient findings of this investigation was that parents, teachers, and students felt there was a need for sex education in the province's schools. There was, however, one aspect of the study which might lead to an incorrect assumption. That was the portion of the student questionnaire which solicited their questions and which was more or less ignored by them. It would probably be erroneous to use the fact, that the students asked few questions, to support an argument against the need for sex education. Two facts

garnered from the study itself would indicate otherwise. In the first instance, the fact that 90.8% of all students indicated that they believed the schools should offer classes in which sex information would be presented, seems to indicate that they felt there was a need to be met. The second point is that only 54.2% of all students indicated that they felt that they had a sufficient knowledge of the physiological, psychological, and sociological aspects of sex. When one considers that many teenagers are especially hesitant to admit to ignorance regarding sexual matters, that figure may be unrealistically high. In view of the foregoing, it seems safe to conclude that students do have sex-related questions which need to be answered. External evidence for that assumption is contained in a Purdue Poll of 1,000 teenagers which revealed that 88% of them wished more sex education information (Manley, 1964).

Further evidence that students need assistance with sex-related topics comes from a newspaper article in The Edmonton Journal of February 18, 1969 entitled, "Teenagers in crisis helped by unburdening to Hot Line." Briefly, the hot line was set up in Los Angeles and manned by individuals with a sensitivity to young people, for the purpose of counselling by telephone. The organizers found that 20% of all problems mentioned had to do with boy-girl relations. A further 17% had to do with conflicts between parents and children.

Some indication of the fear, ignorance, and guilt that the lack of accurate sex information may engender in people is suggested by Neiger (1969).

> I have seen men tortured by the thought that they were perverted because they had certain sexual feelings which, on discussion, proved to be common to most men. I have seen women who thought that they were hopelessly frigid, simply because they did not know the most basic "how-to" information (p. 9).

The data obtained in this study suggests what may be a very cogent reason for having someone outside the home assist the parents. It involves the fact that while 50.7% of the students expressed satisfaction with the sex education that their parents had provided them with, 90.8% of them thought the schools should be assisting the parents. It may well be that many students are uncomfortable when discussing certain aspects of sex with their parents and would be relieved to have a less familiar person available. Calderwood (1965) in dealing with a small group of American senior high school students discovered that they favoured a special counsellor who would visit the school on an intermittent basis. Several of the students in the Alberta study stated that they also preferred someone they wouldn't be in daily contact with.

Some Considerations Regarding Overall Approach

The suggestion that sex education classes might determine their own agenda has already been made. The respondents in this study indicated that they did not feel that a regular course was necessary. In some American communities sex education is a part of a more comprehensive programme commonly called Family Life Education. Landis (1951), in speaking of such a programme says:

> A well planned and balanced program will include all phases: the biological, psychological, and economic aspects of family life, household tasks, cultural changes in the family, and training for parenthood (pp. 9-10).
>
> In family life education there should be a strong emphasis upon the personal and social adjustment of the individual as basic to successful marriage and parenthood (p. 10).

If such an approach is considered by Alberta schools, it is likely that more than one person would be required to handle the diverse subject matter of such a programme in a given school. A team of roving specialists seems to be one logical solution. For the sex education classes, the group discussion method is advocated. Since one of the sex-related problems that young people have is their inability to interact with the opposite sex, group discussions would provide them with an opportunity to experience that means of facilitating communication. The group approach is favoured by several of the authorities in the field of sex education (Blaine, 1966; Keller, 1959; Kirkendall & Calderwood, 1965; Neiger, 1969).

The Ideal Sex Educator

The respondents expressed acceptance of possible people as sources of sex information, in descending order, as follows: specialists in sex education, doctors, school nurses, school counsellors, school teachers, and gym teachers. One exception to the foregoing saw parents reverse the order of specialists/doctors by a narrow margin. The supply of specialists in sex education is such that at the present time there are not enough to begin to meet the need.

The shortcomings of doctors was set forth in chapter I. Much of what was said about doctors would also apply to school nurses. School counsellors, in Alberta, are not presently exposed to sex education information aimed at making them proficient to deal with the sex problems of their clients. School teachers and gym teachers do not presently receive insights into how to present sex-related information. In addition, they were at the bottom as far as acceptance by the public went and it was established that nearly one-half of them were reluctant to become involved with sex education programmes. The problem then becomes one of finding a type of individual who is psychologically inclined to deal with people and with sexual matters; one who has been educated in the fields of sociology and psychology; and one who is willing to gain further insights into the various aspects of human sexuality as they are presently understood and as they continue to be disclosed by research. Lowes (1967) says:

> . . . find someone who can listen, who honestly tries to respect and appreciate the young people's feelings and point of view. Someone who can communicate with them and can carry on a dialogue with the young (p. 45).

In the opinion of the investigator, of all the logical people suggested to deal with sex education in the schools, the type of person advocated by Lowes is best exemplified by counsellors. Perhaps the problems inherent in sex education could be somewhat resolved by convincing the universities of the desirability of making provision for some counsellors to become specialists in sex education, if they

were so inclined. If, in the future, counsellors do become increasingly involved in family life education programmes, they may well discover that the field is an especially fertile area for making the concept of preventative counselling more germane.

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APPENDIX A

SAMPLE PARENT QUESTIONNAIRE

PARENT'S FORM

QUESTIONNAIRE REGARDING YOUR OPINIONS ON SEX EDUCATION

The information which you volunteer will be used for important statistical purposes. No attempt will be made to identify participating individuals. Your answers could very well be influential in determing what will be done about sex education in this province in the next few years.

The sex education courses, (or occasional classes), to which we will refer, would include the following aspects:

PHYSIOLOGICAL - the body, or physical aspects of sex

PSYCHOLOGICAL - how sex processes affect a person's behaviour, and his thinking about himself

SOCIOLOGICAL - how a person's sexual behaviour affects the people around him

Such courses would include information aimed at helping young people to get along better with members of the opposite sex. The courses would help prepare young people for marriage and for life in general. Student questions and student discussions would be an important part of such courses, (or classes).

In giving your opinions, please circle the number which best indicates your opinion on each item.

****

I.	In order that Alberta schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
V.	A person who conducts a class in sex education should be married	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1

VI. It is usually difficult for me to discuss things of a sexual nature with my children.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VII. I feel qualified to teach my children regarding the physiological, psychological, and sociological aspects of sex.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VIII. When I consider all the sources of sex information that young people have, (parents, books, T.V., magazines, friends, schools, etc.), I feel that my children are receiving enough correct information to enable them to make a healthy sexual adjustment to life.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

IX. My children are finding out about sex in much the same way that I found out about it.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

X. I am satisfied with the way in which I gained my knowledge about things of a sexual nature.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

XI. To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a given category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

BOOKS ____
DOCTORS ____
FATHER ____
FRIENDS ____
GYM TEACHERS ____
MAGAZINES ____
MINISTERS OR PRIESTS ____
MOTHER ____
MOVIES ____
NEWSPAPERS ____
RADIO ____
RELATIVES ____
SCHOOL COUNSELLORS ____
SCHOOL NURSES ____
SCHOOL TEACHERS ____
SPECIALISTS IN SEX EDUCATION ____
T.V. ____
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.) ____
_____ ____

SAMPLE PARENT QUESTIONNAIRE

XII. What reasons can you suggest to explain the fact that sex education courses, as outlined at the start of this questionnaire, are not common in Alberta schools?

XIII. **Do you have any further comments to make on the subject of sex education? If so, please put them on the last page of this form.**

FOR EXAMPLE:

Are there any sex-related topics which you feel should be kept out of sex education courses? Why?

If you do not favour sex education courses starting at the grade six level, is there a level which you feel is better? Why?

Etc., etc.

THANK YOU FOR YOUR CO-OPERATION

THIS FORM WAS COMPLETED BY A_____PERSON.
(Please indicate in the space above whether you are male or female.)

SAMPLE TEACHER QUESTIONNAIRE

TEACHER'S FORM

QUESTIONNAIRE REGARDING YOUR OPINIONS ON SEX EDUCATION

The information which you volunteer will be used for important statistical purposes. No attempt will be made to identify participating individuals. Your answers could very well be influential in determing what will be done about sex education in this province in the next few years.

The sex education courses, (or occasional classes), to which we will refer, would include the following aspects:

PHYSIOLOGICAL - the body, or physical aspects of sex

PSYCHOLOGICAL - how sex processes affect a person's behaviour, and his thinking about himself

SOCIOLOGICAL - how a person's sexual behaviour affects the people around him

Such courses would include information aimed at helping young people to get along better with members of the opposite sex. The courses would help prepare young people for marriage and for life in general. Student questions and student discussions would be an important part of such courses, (or classes).

In giving your opinions, please circle the number which best indicates your opinion on each item.

****

I.	In order that Alberta schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
V.	A person who conducts a class in sex education should be married	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1

VI. Most high school students, (grades 7 - 12) could benefit from courses covering the physiological, psychological, and sociological aspects of sex.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VII. I feel qualified to teach sex education classes, as outlined at the start of this questionnaire, to my students.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VIII. If qualified, (or if I could become so), I would be willing to conduct sex education classes for my students.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

IX. To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

BOOKS	____	RADIO	____
DOCTORS	____	RELATIVES	____
FATHER	____	SCHOOL COUNSELLORS	____
FRIENDS	____	SCHOOL NURSES	____
GYM TEACHERS	____	SCHOOL TEACHERS	____
MAGAZINES	____	SPECIALISTS IN SEX EDUCATION	____
MINISTERS OR PRIESTS	____	T.V.	____
MOTHER	____	YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	____
MOVIES	____		
NEWSPAPERS	____	_____	____

X. What reasons can you suggest to explain the fact that sex education courses, as outlined at the start of this questionnaire, are not common in Alberta schools?

SAMPLE TEACHER QUESTIONNAIRE

XI. Do you have any further comments to make on the subject of sex education? If so, please put them on the last page of this form.

FOR EXAMPLE:

Are there any sex-related topics which you feel should be kept out of sex education courses? Why?

If you do not favour sex education courses starting at the grade six level, is there a level which you feel is better? Why?

etc. etc.

THANK YOU FOR YOUR CO-OPERATION

THIS FORM WAS COMPLETED BY A _____ GRADE, _____ TEACHER.

(Please indicate the grade level you spend the most time with.)

(Male or Female)

SAMPLE STUDENT QUESTIONNAIRE

STUDENT'S FORM

QUESTIONNAIRE REGARDING YOUR OPINIONS ON SEX EDUCATION

The information which you volunteer will be used for important statistical purposes. No attempt will be made to identify participating individuals. Your answers could very well be influential in determing what will be done about sex education in this province in the next few years.

The sex education courses, (or occasional classes), to which we will refer, would include the following aspects:

PHYSIOLOGICAL - the body, or physical aspects of sex

PSYCHOLOGICAL - how sex processes affect a person's behaviour, and his thinking about himself

SOCIOLOGICAL - how a person's sexual behaviour affects the people around him

Such courses would include information aimed at helping young people to get along better with members of the opposite sex. The courses would help prepare young people for marriage and for life in general. Student questions and student discussions would be an important part of such courses, (or classes).

In giving your opinions, please circle the number which best indicates your opinion on each item.

****

I.	In order that Alberta schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1
V.	A person who conducts a class in sex education should be married	Strongly agree 5 Agree 4 Undecided 3 Disagree 2 Strongly disagree 1

VI. Considering my age, I am satisfied with the amount of sex information my parents have provided me with. (If you circle (2) or (1), please indicate whether you feel you have received too much or too little information.)

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VII. For a person of my age, I have received, from various sources, a sufficient knowledge of the physiological, psychological, and sociological aspects of sex.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

VIII. If I become a parent. I will teach my children about sex in the same way that my parents taught me.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

IX. To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a given category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.

Strongly agree 5
Agree 4
Undecided 3
Disagree 2
Strongly disagree 1

BOOKS ____
DOCTORS ____
FATHER ____
FRIENDS ____
GYM TEACHERS ____
MAGAZINES ____
MINISTERS OR PRIESTS ____
MOTHER ____
MOVIES ____
NEWSPAPERS ____
RADIO ____
RELATIVES ____
SCHOOL COUNSELLORS ____
SCHOOL NURSES ____
SCHOOL TEACHERS ____
SPECIALISTS IN SEX EDUCATION ____
T.V. ____
YOUTH LEADERS (SCOUT OR GIRL GUIDE ETC.) ____
_____ ____

X. Please indicate how helpful EACH of the various persons or things listed below have been in supplying you with information regarding sexual matters. The scoring system is:

Very Helpful 5
Helpful 4
Undecided 3
Harmful 2
Very harmful 1

SAMPLE STUDENT QUESTIONNAIRE

BOOKS	____	RADIO	____
DOCTORS	____	RELATIVES	____
FATHER	____	SCHOOL COUNSELLORS	____
FRIENDS	____	SCHOOL NURSES	____
GYM TEACHERS	____	SCHOOL TEACHERS	____
MAGAZINES	____	SPECIALISTS IN SEX EDUCATION	____
MINISTERS OR PRIESTS	____	T.V.	____
MOTHER	____	YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	____
MOVIES	____		
NEWSPAPERS	____	_____	____

XI. What reasons can you suggest to explain the fact that sex education courses, as outlined at the start of this questionnaire, are not common in Alberta schools?

XII. **Do you have any further comments to make on the subject of sex education? If so, please put them on the last page of this form.**

FOR EXAMPLE:

Are there any sex-related topics which you feel should be kept out of sex education courses? Why?

If you do not favour sex education courses starting at the grade six level, is there a level which you feel is better? Why?

If you have some questions regarding sex, we would like to know what they are. (Since we won't know who returns a given questionnaire, we regret we cannot answer your questions, but at least we will find out what kinds of information students need.)

Etc., etc.

THANK YOU FOR YOUR CO-OPERATION

THIS FORM WAS COMPLETED BY A GRADE _____ _____

(Please insert, above, your grade level.) (Please indicate whether you are a girl or a boy.)

APPENDIX B

LETTER TO THE DIVISIONAL SUPERINTENDENTS

Edmonton, Alberta
November 9, 1968

_____
_____
_____

Dear Sir:

I am writing to request your permission to contact the principals in your division who are in charge of schools embracing grades 7 - 12 exclusively. According to the List of Operating Schools in Alberta (1967-1968), there are no instances in which a given division has more than three such schools. My desire to contact the principals in question stems from a thesis project I am undertaking entitled A Sample Survey of Parent, Teacher, and Student Opinions Regarding Sex Education in Alberta Schools.

My project has been presented to various officials of the Alberta Department of Education. They have been unanimous in approving the philosophy behind the investigation and have been very helpful in making it possible for me to move ahead with the undertaking.

Dr. R. E. Rees, Chief Superintendent of Schools, has examined and approvedthe questionnaires. He has suggested that I contact you for your permission to approach the principals concerned. Sample copies of the questionnaires are enclosed for your inspection. In a given school, two pupils from each grade level; a home room teacher from each level; and the principal; would be selected, at random, where possible, to answer the questionnaires. Two parents of children from each grade level will also be selected. What this means in terms of a specific school is that the co-operation of thirty-one respondents will be solicited.

The Department of Education seems to be eager to establish what public opinion is, regarding sex education courses. Mr. Eugene Torgunrud, Assoc. Director of Curriculum (Elementary), will be especially interested in the findings in as much as he is also the chairman of a sub committee on Family Life Education.

Last year, in the United States, nearly fifty per cent of that nation's schools were offering some type of sex education courses. That figure was expected to rise to seventy per cent beginning this September. The citizens of Alberta are beginning to press for such courses. If you approve of the project, your permission to contact the principals will be a step forward in the establishment of a policy regarding this vital aspect of our lives.

I would like to be able to have the questionnaire answered and returned before the schools get involved with the Christmas tests and/or examinations. For that reason, I would especially appreciate a reply from you as soon as you can possibly manage it.

If there have been any changes in principals in the schools I am interested in, in your division, from the 1967-68 list, I would be grateful if you would supply me with the correct information.

Thank you.

Yours sincerely,

Creighton F. Seely

CFS

Enc. 3

Mr. Creighton F. Seely
Room 282, Education Bldg.
University of Alberta
Edmonton, Alberta

APPENDIX C

LETTER TO THE PRINCIPALS

Edmonton, Alberta
December 2, 1968

_____
_____
_____

Dear Sir:

I am in the process of conducting a sample survey to establish what public opinion is regarding sex education in Alberta. Various officials at the provincial Department of Education have reviewed my project and have given their permission for me to proceed. The chief superintendent of schools, Dr. R. E. Rees, is in favour and has co-operated. Your local superintendent has been contacted, and has granted me permission to approach you.

Since the Department of Education wanted to establish what student opinion is, down to the grade seven level, on the subject, we have decided to request the co-operation of each principal in the province who is in charge of a school embracing grades 7 - 12 exclusively. In a given school, the views of the principal, one teacher from each grade, two students from each grade level, and the views of two parents of children from each grade level will be solicited. What this means in terms of a given school is that 31 questionnaires will be distributed. Since there are 39 schools such as yours in the province, a 100% response would involve 1209 questionnaires. The point I am making is that if a given principal is unable to assist, we lose the information which might have been supplied by 31 individuals. The foregoing indicates how urgently we need your assistance.

How much of your time will be required? An instruction sheet for principals is enclosed. If you will glance at it, you will probably be able to decide how much work would be involved for you. The underlined portions constitute the work which you would have to do, or delegate.

I have held a semi administrative position in a school and can readily appreciate the pressures with which principals must contend. In view of that, I would be reluctant to impose on you for my benefit alone. The rationalization for my request for your co-operation is based on the hope that you may be interested in finding out what teacher and student reaction to the topic is, in your area, and that you will share my conviction that properly conducted sex education classes can go a long way in alleviating many student emotional problems.

Your co-operation is earnestly solicited. I am enclosing a sample copy of each of the three types of questionnaires. Each form consists of approximately three pages. May I point out that page one is identical for all three forms. A sample of the letter to parents is also enclosed.

Since I would like to have the data collected before you become involved with Christmas exams or tests, I would appreciate an early reply from you.

Thank you.

Yours sincerely,

Creighton F. Seely

Encl. 5

APPENDIX D

INSTRUCTION SHEET FOR PRINCIPALS

1. Please send me a list of all your homeroom teachers which shows the number of students appearing on each teacher's register. (From your list I will select, at random where possible, homeroom teachers, students and their parents, who will be asked to take part in the survey. For instance, I will advise you that Miss Smith will be the homeroom teacher at the grade seven level and that pupils 9 and 22 on her register will be the tentative student respondents and one of the parents of each of those students will be requested to be the parent subjects. If a given students is no longer enrolled, please use the next higher number.)

2. I will send you the questionnaires, letters asking the parents to participate and asking them to allow their children to take part, self-addressed envelopes for the parents to use in sending me their questionnaires, and the information regarding who the subjects will hopefully be.

3. I would ask that you insert the name of each student concerned on the parental consent form, and that you address the letter to the mother if the student is a girl, and that you address it to the father if the student is a boy. (This precaution is advised because it is felt that more women would answer than men if not otherwise directed.)

4. Arrange for the parents to receive the relevant information and materials.

5. When you have received a reply from the parents regarding their decision with respect to having their children answer the questionnaire, I would ask that you answer a teacher questionnaire, and that you arrange for the teachers and students to answer the appropriate questionnaires.

6. Please return the above questionnaires to me. It would also be appreciated if you would enclose a note advising me whether or not your school has a programme of sex education and, if so, at what grade levels it is operating.

PLEASE RETAIN THIS INSTRUCTION SHEET

APPENDIX E

LETTER TO THE PARENTS

Edmonton, Alberta
December 9, 1968

Dear Parent:

Several committees are at work, in Calgary and Edmonton, in an attempt to decide what should be done, in Alberta, regarding sex education. While I am not associated with any of them, I am conducting a research programme in which I hope to determine what parent, teacher, and student opinions are regarding sex education. The information I gather will be presented to the various committees.

My study has been approved by various officials of the provincial Department of Education. Your local superintendent has given me permission to contact your principal and he is co-operating. It would be very much appreciated if you would take the time, (about 15 - 20 minutes), to answer the enclosed questionnaire. You are one of 468 parents who have been selected, on a random basis, from all parts of the province, to voice your opinion on this subject. The cost of conducting this survey is already quite substantial. In view of that fact, it will be appreciated if you will look after the postage on your reply, or have it delivered to your local principal who will forward it to me. My address is:

Mr. C. F. Seely
282 Education Bldg.
University of Alberta
Edmonton

We are also asking for your permission to have your child answer a similar questionnaire. If you are willing, will you please sign the form below and have it returned to your child's homeroom teacher within the next day or so.

Since we would like to hear from nearly equal numbers of mothers and fathers, we would ask the fathers to fill out the questionnaire if the consent form concerns a boy, and that mothers fill it out if the consent form concerns a girl, if at all possible.

Thank you very much.

Yours sincerely,

Creighton F. Seely

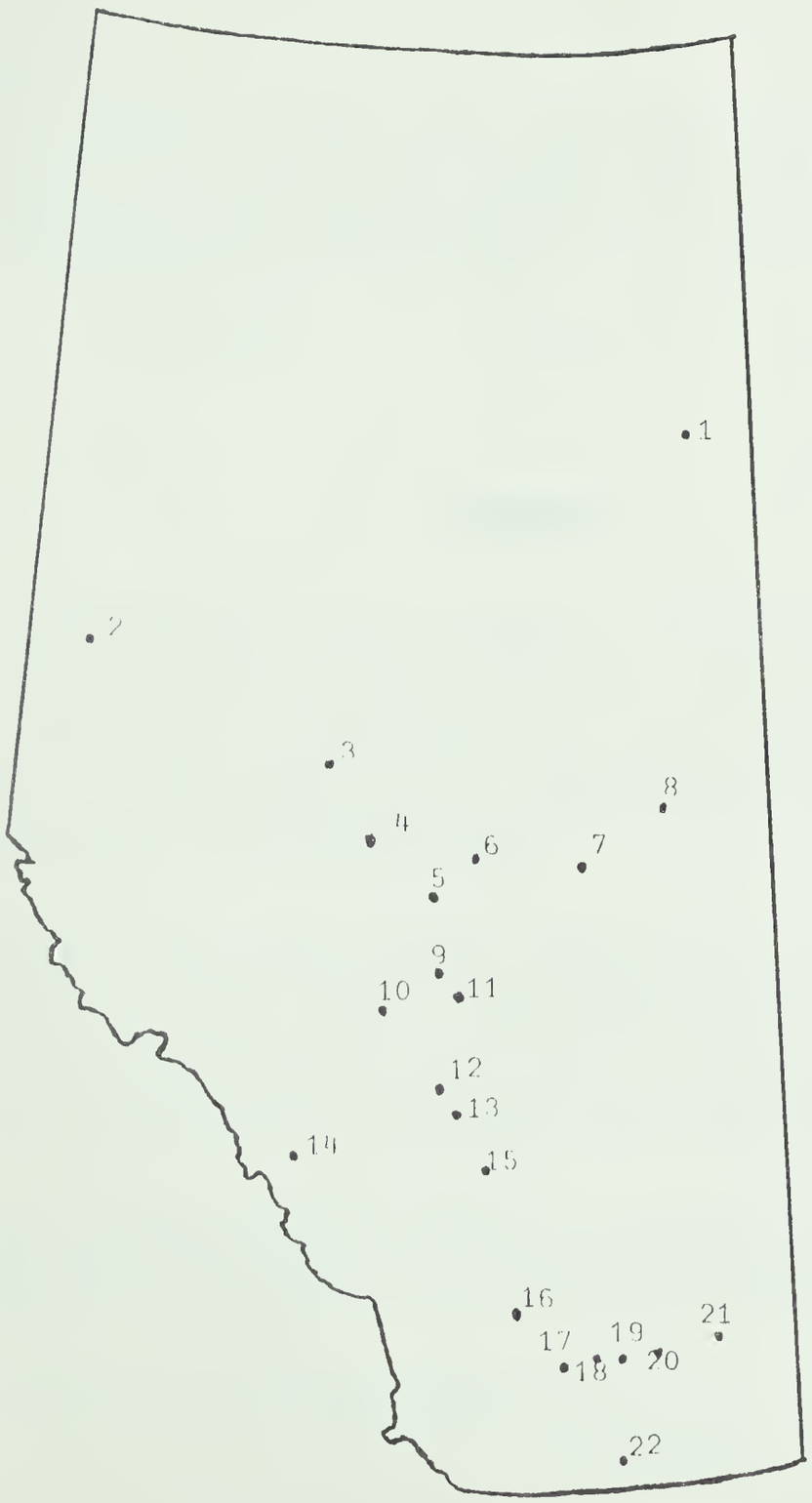
CONSENT FORM

I give my permission for my child _____
to answer the questionnaire on sex education which is part of the survey being conducted by Mr. Creighton Seely.

_____

APPENDIX F

ALBERTA TOWNS AND CITIES WITH PARTICIPATING SCHOOLS



1. Fort McMurray
2. Beaverlodge
3. Whitecourt
4. Evansburg
5. Warburg
6. Edmonton (3)
7. Ardrossan
8. Two Hills
9. Rimbey
10. Condor
11. Bentley
12. Olds
13. Didsbury
14. Banff
15. Chestermere
16. Claresholm
17. Coalhurst
18. Picture Butte
19. Taber
20. Bow Island
21. Medicine Hat
22. Milk River

APPENDIX G

REPLY TO CO-OPERATING PRINCIPALS

Edmonton, Alberta
December 10, 1968

Dear Sir:

I was pleased to receive your letter indicating that you will be able to assist me in my survey to establish what public opinion is regarding sex education in Alberta schools. The following teachers, and students on their respective registers, have been chosen as subjects at random, where at all possible.

Grade Level	Teacher	Pupil #'s
7		
8		
9		
10		
11		
12		

In conducting pilot runs in Edmonton, several points were noted which might make things a little smoother for you. We found that some of the pupils in the lower grades occasionally need a little bit of assistance in interpreting the questions. It is probably advisable to have the students answer the questionnaires during school time. If at all possible, one session with the pupils from all levels might be best so that a given student would not feel that the homeroom teacher could identify his or her questionnaire.

We would like to have the questionnaires answered through the province during the same time interval. The week of January 6 - 10 is suggested. Perhaps you could send the parent questionnaires and consent forms to the parents on the sixth of January and administer the student questionnaires toward the end of that week. If that week is not convenient for you, we would ask you to administer the questionnaires as close to that time interval as you find practical for your situation.

If you are interested in receiving an abstract of the findings of the undertaking, we would be pleased to forward a copy to you. If you indicate that you wish one, you may expect to receive it early in the spring.

Your co-operation is much appreciated.

Yours truly,

Creighton F. Seely

APPENDIX H

TABLE I

DATA FROM PARENT ITEMS I - XI

PART I Item No.		I.C. (%)	C.I.P. (%)	% in Category* 1	2	3	4	5	N
I.	In order that Alberta schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	76.0	92.0	5.8	3.8	5.8	62.0	22.6	208
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	76.0	96.0	4.0	8.4	6.9	59.4	21.3	202
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	84.0	96.0	21.1	32.4	19.1	20.1	7.4	204
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	60.0	72.0	5.4	22.4	9.8	43.9	18.5	205

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

TABLE I - PART II Item No.		I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
V.	A person who conducts a class in sex education should be married.	72.0	92.0	1.0	13.0	18.4	32.9	34.8	207
VI.	It is usually difficult for me to discuss things of a sexual nature with my children.	76.0	92.0	15.9	44.7	5.8	30.8	2.9	208
VII.	I feel qualified to teach my children regarding the physiological, psychological, and sociological aspects of sex.	84.0	88.0	5.9	45.9	17.1	23.4	7.8	205
VIII.	When I consider all the sources of sex information that young people have, (parents, books, T.V., magazines, friends, schools, etc.), I feel that my children are receiving enough correct information to enable them to make a healthy sexual adjustment to life.	72.0	84.0	18.2	51.7	11.8	14.8	3.4	203
IX.	My children are finding out about sex in much the same way that I found out about it.	64.0	76.0	9.7	46.4	9.2	30.0	4.8	207
X.	I am satisfied with the way in which I gained my knowledge about things of a sexual nature.	88.0	100.0	20.2	49.5	6.7	17.8	5.8	208

TABLE I - PART III Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
XI. To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a given category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.								
BOOKS	58.8	82.3	7.1	9.2	12.8	57.1	13.8	196
DOCTORS	94.1	94.1	0.5	2.5	4.0	39.1	54.0	202
FATHER	47.1	70.6	2.5	10.8	16.7	43.3	26.6	203
FRIENDS	64.7	88.2	42.9	40.9	11.1	5.1	0.0	198
GYM TEACHERS	82.3	88.2	28.3	34.8	22.2	12.1	2.5	198
MAGAZINES	70.6	82.4	45.4	30.6	13.8	9.7	0.5	196
MINISTERS OR PRIESTS	47.1	58.9	9.0	13.1	19.6	37.7	20.6	199
MOTHER	52.9	94.1	1.5	4.5	9.9	51.0	33.2	202

DATA FROM PARENT ITEMS I - XI

TABLE I - PART IV Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
MOVIES	58.8	76.5	49.7	25.4	10.2	11.2	3.6	197
NEWSPAPERS	58.8	82.3	51.8	34.0	9.6	3.6	1.0	197
RADIO	58.8	76.5	39.1	41.1	15.7	4.1	0.0	197
RELATIVES	82.3	94.1	29.4	41.6	20.8	8.1	0.0	197
SCHOOL COUNSELLORS	35.3	53.0	4.0	18.3	21.3	48.0	8.4	202
SCHOOL NURSES	47.1	82.4	2.0	8.9	12.3	54.2	22.7	203
SCHOOL TEACHERS	29.4	47.1	9.1	23.7	27.3	33.3	6.6	198
SPECIALISTS IN SEX EDUCATION	76.5	88.3	1.0	1.5	5.4	25.4	66.8	205
T.V.	47.1	70.6	42.4	29.3	15.2	11.5	1.6	191
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	64.7	88.2	22.7	31.8	25.3	17.2	3.0	198

APPENDIX I

COMMENTS OF AN ANONYMOUS MOTHER

I think sex education should be geared to the physical and mental maturity of the pupil, and to the demands of his environment. From my experiences farm children accept sex, among animals especially, as a natural process, much more readily than urban children. I would hate to have a teen-ager, who is involved in sexually [sic] difficulties, say he or she "didn't know". I think it is the basic right of every child, and the responsibility of society, that he or she does know. I think too, teachers and parents have to co-operate to provide sex education. A great many students feel more at ease discussing such matters with someone else besides [sic] their parents, and yet I feel they should talk freely with their parents. I think specially-trained teachers could help overcome this lack of communication.

APPENDIX J

TABLE II

DATA FROM TEACHER ITEMS I - IX

PART I Item No.		I.C. (%)	C.I.P. (%)	% in Category* 1	2	3	4	5	N
I.	In order that Alberta schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	70.0	93.3	0.8	3.8	9.8	51.9	33.8	133
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	76.7	83.4	1.5	4.5	10.5	54.9	28.6	133
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	66.7	80.0	16.5	21.8	20.3	31.6	9.8	133
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	43.3	50.0	5.3	17.3	17.3	42.1	18.0	133

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

TABLE II - PART II Item No.		I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
V.	A person who conducts a class in sex education should be married.	56.7	63.4	1.5	33.1	28.6	25.6	11.3	133
VI.	Most high school students, (grades 7 - 12) could benefit from courses covering the physiological, psychological, and sociological aspects of sex.	63.3	93.3	0.0	1.5	4.5	58.3	35.6	132
VII.	I feel qualified to teach sex education classes, as outlined at the start of this questionnaire, to my students.	73.3	80.0	18.0	43.6	12.8	21.1	4.5	133
VIII.	If qualified, (or if I could become so), I would be willing to conduct sex education classes for my students.	63.3	70.0	5.3	12.0	27.1	42.9	12.8	133
IX.	To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.								

TABLE II - PART III Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
BOOKS	56.7	73.4	2.3	6.1	12.2	58.8	20.6	131
DOCTORS	70.0	96.7	1.5	1.5	3.8	34.6	58.6	133
FATHER	76.7	80.0	1.5	12.1	20.5	41.7	24.2	132
FRIENDS	50.0	76.7	31.3	34.4	22.9	10.7	0.8	131
GYM TEACHERS	43.3	56.6	8.4	19.8	41.2	28.2	2.3	131
MAGAZINES	43.3	70.0	27.3	29.5	26.5	15.2	1.5	132
MINISTERS OR PRIESTS	60.0	90.0	6.8	9.8	22.7	46.2	14.4	132
MOTHER	80.0	83.3	3.1	4.6	22.1	44.3	26.0	131
MOVIES	60.0	73.3	33.3	18.9	18.2	22.7	6.8	132
NEWSPAPERS	50.0	66.7	38.6	34.8	16.7	9.8	0.0	132
RADIO	46.7	66.7	21.5	33.1	33.1	11.5	0.8	130
RELATIVES	56.7	73.4	20.5	31.8	36.4	11.4	0.0	132
SCHOOL COUNSELLORS	63.3	76.6	4.5	5.3	24.8	51.9	13.5	133
SCHOOL NURSES	60.0	80.0	2.3	2.3	10.5	51.9	33.1	133
SCHOOL TEACHERS	50.0	56.7	3.8	9.8	42.9	35.3	8.3	133
SPECIALISTS IN SEX EDUCATION	76.7	96.7	0.0	0.0	4.5	20.3	75.2	133
T.V.	53.3	63.3	18.2	25.0	26.5	24.2	6.1	132
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	56.7	73.4	8.4	21.4	42.7	25.2	2.3	131

APPENDIX K

TABLE III

DATA FROM STUDENT ITEMS I - X

PART I Item No.		I.C. (%)	C.I.P. (%)	% in Category * 1	2	3	4	5	N
I.	In order that Alberta Schools could better assist parents in the sex education of their children, the schools should offer classes in which the physiological, psychological, and sociological aspects of sex are presented.	71.8 55.0	87.2 90.0	0.5	0.9	7.8	59.0	31.8	217
II.	In some places, students' questions regarding sex are answered, in a simple way, up to the grade five level. In grade six, sex education courses begin. As the students mature, subject matter, which is becoming important for them, is introduced. Alberta schools should do something similar.	59.0 60.0	82.1 85.0	0.5	3.7	9.3	62.5	24.1	216
III.	If sex education courses do become a part of the school program, boys and girls should attend the classes together.	35.9 55.0	74.4 75.0	11.1	25.0	15.7	29.6	18.5	216
IV.	If sex education courses are introduced into the schools, they should be taught as a special subject, rather than having them made part of existing courses such as: Health, Literature, Social Studies, etc.	56.4 37.5	66.7 67.5	2.8	15.3	12.0	38.0	31.9	216

*Category code: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree.

TABLE III - PART II Item No.		I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
V.	A person who conducts a class in sex education should be married.	41.0 52.5	48.7 62.5	2.8	16.2	33.3	30.1	17.6	216
VI.	Considering my age, I am satisfied with the amount of sex information my parents have provided me with. (If you circle (2) or (1), please indicate whether you feel you have received too much or too little information.)	46.2 67.5	71.8 80.0	5.1	23.5	20.7	44.2	6.5	217
VII.	For a person of my age, I have received, from various sources, a sufficient knowledge of the physiological, psychological, and sociological aspects of sex.	61.5 60.0	71.8 67.5	4.7	17.9	23.1	47.6	6.6	212
VIII.	If I become a parent, I will teach my children about sex in the same way that my parents taught me.	41.0 65.0	51.3 77.5	9.7	24.1	35.6	20.8	9.7	216
IX.	To what extent do you accept EACH of the following as being suitable sources of sex education information. Please use the same scoring procedure as used so far. A (5) after a given category would mean you strongly agree that such a source might be suitable. A (1) after a category would indicate that you strongly disagree with the choice of such a source of sex information. Please put a number after each category. Use whichever numbers between one and five that you feel are the best indication of your opinion.								

TABLE III - PART III Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
BOOKS	46.2 62.5	59.0 82.5	4.6	9.3	10.6	63.4	12.0	216
DOCTORS	51.3 62.5	76.9 90.0	0.9	7.9	11.6	33.8	45.8	216
FATHER	53.8 50.0	64.1 62.5	8.8	15.8	23.3	36.7	15.3	215
FRIENDS	46.2 42.5	59.0 57.5	16.2	36.6	25.0	18.1	4.2	216
GYM TEACHERS	53.8 55.0	61.5 57.5	18.1	31.2	26.5	21.9	2.3	215
MAGAZINES	30.8 35.0	48.7 45.0	27.3	31.5	17.6	19.4	4.2	216
MINISTERS OR PRIESTS	43.6 42.5	48.7 57.5	15.8	24.7	30.7	20.0	8.8	215
MOTHER	74.4 45.0	82.1 70.0	2.3	12.6	14.0	41.9	29.3	215
MOVIES	46.2 37.5	61.6 60.0	26.9	29.2	19.0	19.4	5.6	216

TABLE III - PART IV Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	2	3	4	5	N
NEWSPAPERS	35.9 40.0	61.5 65.0	36.1	39.4	19.0	4.6	0.9	216
RADIO	46.2 25.0	61.6 62.5	38.4	42.6	14.8	4.2	0.0	216
RELATIVES	43.6 47.5	51.3 72.5	21.8	37.5	23.6	16.7	0.5	216
SCHOOL COUNSELLORS	43.6 45.0	51.3 50.0	6.5	14.4	29.6	39.4	10.2	216
SCHOOL NURSES	53.8 47.5	76.9 75.0	5.1	14.8	16.7	41.7	21.8	216
SCHOOL TEACHERS	48.7 30.0	51.3 45.0	9.3	20.0	32.6	33.5	4.7	215
SPECIALISTS IN SEX EDUCATION	71.8 67.5	89.7 95.0	0.9	0.9	4.6	25.5	68.1	216
T.V.	43.6 30.0	61.5 42.5	25.9	31.9	22.7	16.2	3.2	216
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	48.7 55.0	71.8 75.0	21.2	32.1	30.2	14.2	2.4	212
X. Please indicate how helpful EACH of the various persons or things listed below have been in supplying you with information regarding sexual matters.								

TABLE III - PART V Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	 2	 3	 4	 5	N
BOOKS	59.0 62.5	76.9 82.5	1.9	7.9	15.3	55.3	19.5	215
DOCTORS	53.8 60.0	71.7 75.0	1.0	4.4	40.3	31.1	23.3	206
FATHER	53.8 60.0	66.6 70.0	2.9	4.8	43.3	37.6	11.4	210
FRIENDS	30.8 42.5	53.9 60.0	5.2	25.8	32.4	31.5	5.2	213
GYM TEACHERS	61.5 72.5	64.1 75.0	3.8	10.6	63.0	19.2	3.4	208
MAGAZINES	46.2 52.5	53.9 65.0	10.9	29.4	28.4	28.0	3.3	211
MINISTERS OR PRIESTS	35.9 52.5	41.0 55.0	5.3	11.7	61.2	17.0	4.9	206
MOTHER	64.1 62.5	84.6 80.0	1.4	1.4	25.7	42.1	29.4	214
MOVIES	38.5 60.0	59.0 75.0	11.4	33.8	24.8	23.8	6.2	210

DATA FROM STUDENT ITEMS

TABLE III - PART VI Item No.	I.C. (%)	C.I.P. (%)	% in Category 1	 2	 3	 4	 5	N
NEWSPAPERS	53.8 55.0	58.9 70.0	15.9	30.3	47.1	5.8	1.0	208
RADIO	46.2 65.0	53.9 70.0	12.1	25.6	55.6	6.8	0.0	207
RELATIVES	51.3 60.0	53.9 65.0	6.8	18.8	53.1	19.8	1.4	207
SCHOOL COUNSELLORS	53.8 67.5	58.9 67.5	2.9	8.3	56.8	28.2	3.9	206
SCHOOL NURSES	66.7 72.5	71.8 80.0	1.4	5.3	42.3	39.4	11.5	208
SCHOOL TEACHERS	53.8 70.0	56.4 72.5	1.9	5.7	53.6	33.5	5.3	209
SPECIALISTS IN SEX EDUCATION	64.1 62.5	76.9 72.5	0.0	2.0	38.7	20.6	38.7	204
T.V.	64.1 65.0	66.7 67.5	10.5	27.8	33.5	27.3	1.0	209
YOUTH LEADERS (SCOUT OR GIRL GUIDE, ETC.)	64.1 67.5	76.9 80.0	7.4	13.8	65.5	12.8	0.5	203

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